School Name: West Side Leadership Academy

School Number: 4163

Street Address: W 9th & Gerry St.

City: Gary, Indiana

Zip Code: 46406

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: <mark>2019-2022</mark>, 2020-2023, 2021-2024, 2022-2025 (<mark>Highlight</mark> implementation years)

---------------------- CONTACT INFORMATION ----------------------

| Principal: Othiniel Mahone |
| Telephone: 219-413-9870   Email: omahone@garycsc.k12.in.us |

| Superintendent: Dr. Paige McNulty |
| Telephone: 219-881-5401   Email: pmcnulty@garycsc.k12.in.us |

| Contact for Grants: Rosalind Brown |
| Telephone: 219-881-5402   Email: rbrown@garycsc.k12.in.us |

Read all the way through this document before beginning your work.

--- BASIC REQUIREMENTS ---

Principals are required to coordinate the development of an initial three (3) year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement.

When completed, this document satisfies requirements in Indiana's Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times. **Indication as to who is required to complete a section is noted at the beginning of each Core Element area.**

Common abbreviations used in the plan are:

ESSA   Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law

TSI   Targeted Support and Improvement – federal government school designation under ESSA

ATSI   Additional Targeted Support and Improvement – federal government school designation under ESSA

CSI   Comprehensive Support and Improvement – federal government designation under ESSA

Who is <u>required to submit</u> a school improvement plan (<u>SIP</u>)? **All public and private schools**

Who is <u>required to submit</u> a comprehensive needs assessment (<u>CNA</u>)? **Schools that receive Title I funds** <u>AND</u> **schools classified as TSI, ATSI, and/or CSI**

Who is <u>required to use</u> the Indiana Department of Education's <u>SIP template</u>? **Schools classified as TSI, ATSI and/or CSI**

Who is <u>required to use</u> the Indiana Department of Education's <u>CNA template</u>? **Schools classified as CSI**

If you are unsure of your school's identification as TSI, ATSI, and/or CSI, you can find out <u>HERE</u>.
(<mark>**Highlight**</mark> answer choices below.)

This is an initial three (3) year plan. **Yes** No		This is a review/update of a plan currently in use. **Yes** **No**

This school is identified as the following by the federal government: (Highlight all that apply) **TSI**, ATSI, CSI

(TSI only) Underperforming student groups identified by the federal government: (highlight all that apply) **ELA, Math, Attend., Grad., Spec. Ed.,** ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.

This school receives Title IA funding. **Yes** No   Is the school's Title I program **S**chool**w**ide or **T**argeted **A**ssistance? **SW** TA
If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.

--- PLANNING COMMITTEE [Required for all] ---

Schools that are required to conduct a comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school's needs using a committee comprised of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the "Committee(s)" column. Many schools may have sub-committees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Sub-committee(s) column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a sub-committee for each underperforming group**.

List members of the committee below and highlight the committee(s) on which they serve. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
Sample: *Alma Smith*	*Teacher*	*CNA,SIP, BOTH*	*ELA, Black, Spec. Ed.*
Othiniel Mahone	Principal	**CNA, SIP, Both**	Spec. Ed, Graduation
Tonia Brewer	Assistant Principal	**CNA, SIP, Both**	Spec. Ed, Graduation
William Roberts	Assistant Principal	**CNA, SIP, Both**	Spec. Ed, Graduation
Shelly Martin	Assistant Principal	**CNA, SIP, Both**	Spec. Ed, Graduation
Kerschell Hobson	Central Office	**CNA, SIP, Both**	Spec. Ed, Graduation
John WIlliamson	Instructor	**CNA, SIP, Both**	Spec. Ed, Graduation
Stanley Keller	Instructor	**CNA, SIP, Both**	Spec. Ed, Graduation
Denise Bacon	Instructor	**CNA, SIP, Both**	Spec. Ed, Graduation
Jose Reed	Instructor	**CNA, SIP, Both**	Spec. Ed, Graduation
Terry Reed	Instructor	**CNA, SIP, Both**	Spec. Ed, Graduation
George Sakelaris	Instructor	**CNA, SIP, Both**	Spec. Ed, Graduation

--- ALIGNMENT [optional] ---

A systems-based approach to continuous school improvement involves alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district's vision, mission, and goals.

Assess the school's alignment with the district using this page. If necessary, work with district personnel to make necessary changes before moving forward with the needs assessment. If there is not enough room to type or cut-and-paste the information below, attach appropriate documents.

District Vision: The vision of the GCSC is to remain the premiere educational system, providing an enriched academic and multi-cultural learning environment that prepares our students to pursue the accomplishment of life goals.

School Vision: West Side Leadership Academy's vision is to be the premier secondary school of choice in Northwest Indiana.

District Mission:

School Mission: West Side Leadership Academy produces the next generation of world class leaders by encouraging high expectations for student success through differentiated instruction, service, and leadership.

District Goals:
- Provide an enriched academic and multicultural learning environment
- Prepare our students to pursue the accomplishment of life goals.
  * As part of the districts 5-year strategic, a new mission and vision will be created*

Does the school's vision support the district's vision?   Yes   No
Does the school's mission support the district's mission?   Yes   No
Do the school's mission and vision support district goals?   Yes   No

If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to do so?

SECTION A: Review Essential Information

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and, career awareness and development. Information requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses are NOT to monitor compliance. After discussion, place an 'x' in the last column if the items should be considered by the school's planning team when reviewing data and/or developing school goals. Do this for all tables where the 'x' column exists.

Core Element 1: Curriculum [Required for all]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by the majority of teachers. Subject/Courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards. Consider the need to keep, replace, or discontinue use of materials that are not essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions.

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: *Reading*	*1-6*	*ABC Reading is Fun*	*Yes*	*Tier 1, 2, 3*	*Textbook and readers are core component of the reading program.*	*Yes No*	
Math	9-12	Carnegie Math	Yes No	Tier 1, 2, 3	Lesson plans and content specific instructional strategies to teach math.	Yes No	
Math	9-12	Pearson	Yes No	Tier 1, 2, 3	Provides content specific instructional lessons.	Yes No	
ELA	9-12	Pearson	Yes No	Tier 1, 2, 3	Provides content specific instructional lessons.	Yes No	
ELA	9-12	Curriculum Maps	Yes No	Tier 1, 2, 3	Maps facilitate pacing and standards based instruction.	Yes No	
Math	9-12	Curriculum Maps	Yes No	Tier 1, 2, 3	Maps facilitate pacing and standards based instruction.	Yes No	

Core Element 1: Curriculum [Required for all]
continued

Best Practice/Requirements Self-Check	Yes/No	X
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	Not Yet Approaching ==Embedded==	
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Not Yet ==Approaching== Embedded	
Teachers and staff are engaged in cross grade-level articulation of standards.	Not Yet ==Approaching== Embedded	
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Not Yet ==Approaching== Embedded	

The public may view the school's curriculum in the following location(s):

Core Element 2: Instructional Program [Required for all]

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement.

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	Not Yet Approaching ==Embedded==	
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Not Yet Approaching ==Embedded==	
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Not Yet ==Approaching== Embedded	
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Not Yet ==Approaching== Embedded	
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Not Yet ==Approaching== Embedded	
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Not Yet ==Approaching== Embedded	
Instructional strategies provide students with multiple options for illustrating their knowledge.	Not Yet ==Approaching== Embedded	
Instructional strategies foster active participation by students during the instructional process.	Not Yet ==Approaching== Embedded	
Teachers and staff promote authentic learning and student engagement across all content areas.	Not Yet ==Approaching== Embedded	
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Not Yet ==Approaching==	

	Embedded
Instructional strategies assist with bridging the cultural differences in the learning environment.	Not Yet ==Approaching== Embedded
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Not Yet Approaching ==Embedded==
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Not Yet ==Approaching== Embedded
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Not Yet ==Approaching== Embedded

For Title I schools with Schoolwide Programs only:
Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.

- Teachers are expected to include formative assessments as part of their instructional routines. Formative assessments commonly utilized include check for understandings, exit tickets, bellringers, and teacher created quizzes and tests. Additionally, programs such as MindPlay provide formative data that is utilized to inform student's proficiency and mastery of the curriculum not measured.
- Time is allotted during grade level team meetings for data collaboration and discussions concerning varied instructional strategies.
- Teachers regularly participate in professional development designed to increase individual and collaborative capacity to leverage data to improve student academic outcomes.

Core Element 3: Assessment [Required for all]

List the assessments used **in addition to** the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative), the frequency with which these are administered, and a brief rationale for their use. To find out more about formative, interim, and summative assessments, click **HERE**. Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use		X
Exact Path	9-12	Benchmark, Com. Form., Summative, Other	Exact Path combines adaptive diagnostic assessments with individualized learning pathways to promote growth for K-12 grade students in math, reading, and language arts.	**Yes**	No	
Study Island	9-12	Benchmark, Com. Form., Summative, Other	Study Island is an academic software provider of standards-based assessment, instruction, and test preparation e-learning programs.	**Yes**	No	
PSAT	11-12	Benchmark, Com. Form., Summative, Other	The PSAT/NMSQT is the Preliminary SAT/National Merit Scholarship Qualifying Test.	**Yes**	No	
Asvab	11-12	Benchmark, Com. Form., Summative, Other	The Armed Services Vocational Aptitude Battery (ASVAB) is a multiple choice test, administered by the United States Military Entrance Processing Command, used to determine qualification for enlistment in the United States Armed Forces.	**Yes**	No	
ISTEP	9-12	Benchmark, Com. Form., Summative, Other	Indiana Statewide Testing for Educational Progress-Plus was an annual No Child Left Behind test designed by the Indiana Department of Education to measure students' mastery of basic skills, particularly reading, writing, and mathematics.	**Yes**	No	
Standards Based Assessments	9-12	Benchmark, Com. Form., Summative, Other	Teacher created standards-based assessments that align with the curriculum maps	**Yes**	No	
SAT	10-12	Benchmark, Com. Form., Summative, Other	The SAT is an entrance exam used by most colleges and universities to make admissions decisions	**Yes**	No	

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Not Yet **Approaching** Embedded	
The school uses assessment data to identify students for Tier II and Tier III instruction.	Not Yet **Approaching** Embedded	
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Not Yet Approaching **Embedded**	

For Title I schools with Schoolwide Programs only:
Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is improved student achievement.

Core Element 4: Coordination of Technology Initiatives [Required for all]

West Side Leadership Academy incorporates technology into the classroom through a variety of platforms such as Mindplay, Pearson, and Edmentum to further student learning. Additionally, students utilize school computer labs, Chromebook charts, one-on-one Chromebook equipped with hotspot and Promethean boards to engage and influence student learning.

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for integrating technology into the instructional program to promote learning.	Not Yet Approaching Embedded	
A plan is in place to provide in-service training in the use of technology.	Not Yet Approaching Embedded	
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Not Yet Approaching Embedded	
There are established procedures for maintaining technology equipment.	Not Yet Approaching Embedded	
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Not Yet Approaching Embedded	

Core Element 5: Career Awareness and Development [Required for all]

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career awareness activities	Career Day/Fair or Community Day
Career Simulation (JA/Biztown, etc.)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
Career-focused classroom lessons	Guest speakers
Other	

If "Not currently implementing career exploration activities" was checked above, explain why.

Grades 6-8 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Career-focused classroom lessons	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Other	

If "Not currently implementing career exploration activities" was checked above, explain why.

Grades 9-12 only (add others in blanks as necessary)

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Job-site tours	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Industry-related Project-Based Learning	
Online career navigation program	
Job shadowing	

If "Not currently implementing career exploration activities" was checked above, explain why.

Core Element 6: Safe and Disciplined Environment [Required for all]

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and social-emotional well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school's environment adds to or takes away from student learning.

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	Not Yet Approaching Embedded	
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Not Yet Approaching Embedded	
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Not Yet Approaching Embedded	
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Not Yet Approaching Embedded	
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Not Yet Approaching Embedded	
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Not Yet Approaching Embedded	
All staff express belief that all children can learn and consistently encourage students to succeed.	Not Yet Approaching Embedded	
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Not Yet Approaching Embedded	

Core Element 7: Cultural Competency [Required for all]

List the racial, ethnic, language-minority, and socio-economic groups in your school's population. Provide strategies and indicate whether or not professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document

Identify the racial, ethnic, language-minority, and socio-economic groups in your school by highlighting groups below.

American Indian/Alaskan Native	English Language Learner	Multiracial
Asian	Free/Reduced Lunch	Native Hawaiian or Other Pacific Islander
Black	Hispanic Ethnicity	White

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.

- Through the use of state data reports.

Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.

- The school is currently utilizing new data analysis tools to dynamically examine the academic data of student groups. The resulting data conversations provide a basis for recognizing and taking deliberate steps toward closing the growth and proficiency gaps that exist among student subgroups.
- The school has not been identified as TSI with SPED identifying as the school's low performing student group. In order to leverage the CNA/SIP planning process to increase the future performance of these student groups.

What professional development might be necessary for staff to work effectively in cross-cultural situations?
- Due to the impact of poverty and trauma on our students teachers and staff will potentially need to be provided cultural competency training as it relates to the CNA/SIP process. These are viewed as levers for increasing empathy building wide, as well as, it is to increase our capacity to connect and build relationships with our students.

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?
- In the upcoming year there will be a specific focus centered around providing teachers with experiences to learn to learn about students' cultures. The district also plans to provide teachers with culturally relevant resources needed to ensure aspects of student's cultures are incorporated into instruction. This will act to increase the connection students are able to make to the content and recognize the relevance it has to their lives. Further, as the school moves to utilizing more SEL and PBL practices, teachers will be able to utilize community resources to further increase the relevant educational experiences and increased academic performance for all student groups.

Core Element 8: Review Attendance [Required for all]

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for ten percent of the school year. This equates to approximately 18 days of school.

Number of students absent 10% or more of the school year.   Last year: __399_   Two Years Ago: _446__   Three Years Ago: _355__

What may be contributing to the attendance trend?
- The school closely follows the attendance guidelines established by the district understanding that attendance is crucial for a students' social. emotional and academic development. Due to recent events, such as Covid-19, attendance policies have had to be revised to fit the needs of the families and school.

What procedures and practices are being implemented to address chronic absenteeism?
- The school's leadership team (Principal, AP and Dean) conduct truancy meetings and coordinate attendance contracts when absenteeism becomes chronic. The Attendance Policy for West Side Leadership Academy is as follows…
  - Teachers log daily if a student is absent
  - 3 absences Teachers make a parent call
  - 5 absences Teachers submit paperwork to counselor to send Parent Letter Home
  - 7+ absences Teachers inform leadership team to conduct a Parent Meeting

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?
- A student's attendance is monitored through infinite campus and teacher logs.

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Not Yet <mark>Approaching</mark> Embedded	
A multi-tiered system of supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Not Yet <mark>Approaching</mark> Embedded	

Core Element 9: Parent and Family Engagement [Required for all]

How does the school maximize family engagement to improve academic achievement?

- At West Side Leadership Academy parents' and families are an essential part of students learning. To help maximize engagement WSLA has employed a Family and Community Engagement Coordinator that solely works to help families stay informed on what's going on with their students' education.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?
- The family and community engagement coordinator is the primary liaison between the family and the school. Through them parents are able to speak freely in ideas or concerns.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?

- West Side Leadership Academy hosts various school-wide events to promote parent and student engagement. In hopes that parents and students buy-in to the culture of the school and increase school attendance.

How do teachers and staff bridge cultural differences through effective communication?

- Monthly newsletters are distributed to parents both electronically and physically. Newsletters share pertinent information with parents regarding things happening in the school, upcoming events and community resources that individual families may need. Additionally, the FACE coordinator is responsible for keeping a parent in touch log weekly to identify parent's hopes, concerns and suggestions.

Core Element 9: Parent and Family Engagement [Title I Schoolwide only]

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.
- WSLA hosts various events to boost parent involvement. These include back-to-school night, student led parent conferences, report card pick up and iSTEP assessment Data dive. They also make sure to have some family fun, such as, Thanksgiving food give-away, Holiday Parties and Parent Volunteer Days. Additionally, juniors and seniors are required to have parent pathway meetings to discuss a students graduation pathway.   A survey was also utilized during the 2019-2020 school year to better align the parent's vision with the schools.

How does the school provide individual academic assessment results to parents/guardians?

- Parents are encouraged to come to report card pick-up days as well as parent teacher conferences. It is on these days all teachers, staff and leadership are accessible to further explain assessment results and progress. Parents are always permitted to email or call staff to gain further insight on their students academic achievement.

How does the school involve parents in the planning, review, and improvement of the schoolwide plan?
- Parents are included on several school committees, including writing this school improvement plan. The family and community engagement coordinator aids in helping parent involvement in applicable committees.

Core Element 10: Provision for Secondary Schools [Secondary schools only]

How do course offerings allow all students to become eligible to receive an academic honors diploma?

The school will offer AP courses in core subjects English and Science, and 1 AP course in Art. We will also offer dual credit courses in Government along with working with Indiana University- Northwest to provide dual enrollment opportunities to Junior and Senior students with at least a 2.75 GPA. Foriegn language courses- in 2 languages-are offered at every level to ensure students can acquire the necessary number for an academic honors diploma. The course of study includes Pre Calc and Calculus to ensure students will meet the additional full year of math needed as well.

How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?

At this time, the course of study for all students leads to a Core 40 diploma. Each course has been chosen specifically to adhere to Core 40 diploma requirements. Students are encouraged, during guidance meetings, to consider participating in courses which lead to acquiring an academic or technical honors diploma. This includes but is not limited to participation in AP courses, dual credit courses, CTE courses, etc. It is important to know there are no gatekeeper procedures for the above stated courses- all students based on student-specific data are eligible to take part in any course requested.

How are advanced placement, dual credit, international baccalaureate, and CTE opportunities promoted?

The school will utilize grade level meetings to inform students of the course of study for their grade as well as educating on the different types of diplomas and their requirements. This activity will be facilitated by guidance counselors and administrators. The school has also developed a course catalog to highlight and describe the different types of diplomas, varying course types and weights, and student participation expectations.

Graduation rate last year: 2018/2019   58.5%   **Percent of students on track to graduate in each cohort:**   N/A

Core Element 11: Provision for Title I Schools Operating a Schoolwide Program

This section applies only to schools that receive Title I funding and operate a Schoolwide Program

Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components.

- Funds for instructional programming and services will be coordinated with other funds to the extent possible. Local, state, and federal funds (such as Title I, Title IIA, Title III, Title IVA, and IDEA will be considered.

Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).

- Our district and school leaders understand the opportunity to consolidate funds and decline to do so at this time. We will ensure coordination of resources, programming, and services among local, state, and federal resources.

Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.

- N/A

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teachers leaders.

- The district supports West Side Leadership by providing specific strategies to address the needs of the school and providing technical support as vacancies occur. In addition, the Teacher Initiative Program Teacher allows individuals interested in teaching an opportunity to earn their degree in education while teaching at one of the Gary Schools.

Provide a list of all instructional staff. Include licensure/certification and current class/subject areas being taught. To provide this information, you may include a link, attach the information to this document, or list the information in the table below

LAST NAME	FIRST NAME	SCHOOL	TITLE	POSITION	LICENSE
Mahone	**Othiniel**	**West Side**	**Principal**		**Building Level Administrator**
Brewer	**Tonia**	**West Side**	**Assistant Principal**		**Building Level Administrator**
Nichols	**Vanessa**	**West Side**	**Assistant Principal**		Secondary Administration
Roberts	**William**	**West Side**	**Assistant Principal**		**Secondary Admin & Supervision**
Colaire	Lroselia	West Side	Teacher	Geometry	Mathematics Junior/Senior High
Garlin	David	West Side	Teacher	Geometry DC	Mathematics Junior/Senior
Keller	Stanley	West Side	Teacher	Geometry	Mathematics Junior/Senior
Peterson	Judith	West Side	Teacher	Algebra Lab Algebra I	Mathematics Junior/Senior
Reese	Erick	West Side	Teacher	Algebra II	Mathematics
Sakelaris	George	West Side	Teacher	Pre-Cal & Calculus DC	Mathematics
Williams III	Lubbie	West Side	Teacher	Geometry	Mathematics
Crawford	Anthony	West Side	Teacher	Biology	Biology, Physics & General Science
Paige	Reginald	West Side	Teacher	Chemistry	Chemistry & Physical Science
Patton	Shawna	West Side	Teacher	Chemistry	Biology & Chemistry
Scott	Belinda	West Side	Teacher	Biology	General Science High/Junior/Mid
Smith	Sheridan	West Side	Teacher	Physics & Chemistry	Chemistry/ Physics
Akins	Marchelle	West Side	Teacher	English 9th	English
Anderson	Kecia	West Side	Teacher	English 10th	English
Fetea	Otilla	West Side	Teacher	English 9th	English
Ransom	Terri	West Side	Teacher	English 11th	English
Reed	Jose	West Side	Teacher	AP/Dual/Lit/Eng 12	English/Speech

					Communications
Thompson	Pamela	West Side	Teacher	Language English 11th grade	English
Williams	Earline	West Side	Teacher	English Lit English 12 DC	English
Williamson	John	West Side	Teacher	English 10th	English
Buggs	Christopher	West Side	Teacher	Economics Government	Historical Perspectives
Day	Paul	West Side	Teacher	World History 10th	Social Studies
Evans	Marcel	West Side	Teacher	Economics	Economics
Dennis-Powers	Kathy	West Side	Teacher	US History 9th	US History
Goodson	Beverly	West Side	Teacher	World History 10	Historical Perspectives
James	Ronald	West Side	Teacher	US History 9th	Geographical Perspectives
Vacant		West Side	Teacher	11th Grade History Elective	
Schreiber	Erick	West Side	Teacher	Health & Safety	Health
Vazquez	Omar	West Side	Teacher	Physical Ed 9 - 12	Physical Education
Williams	Veronica	West Side	Teacher	Physical Ed 9 - 12	Physical Ed & Health
Paige	Des'tina	West Side	Teacher	2-D & 3-D Art	Visual Arts
Peterson	Joseph	West Side	Teacher	Art/Art History	Visual Arts
					Computers
Sami	Taoufik	West Side	Teacher	French 9 - 12	French
Vazquez	Laura	West Side	Teacher	Spanish	English as a new Language
					Spanish
Briggs	Robert	West Side	Teacher	Librarian	
Jeter	Aurelia	West Side	ROTC	ROTC	
Sheriff	Tyrone	West Side	ROTC	ROTC	
Yarbrough	Anita	West Side	Paraprofessional	Adapted Curriculum	
Alston	Washington	West Side	Spec Ed Teacher	Mild Interventions	Mild Intervention
Bradley	Nicole	West Side	Spec Ed Teacher	Mild Interventions	Mild Intervention
Bratton	Jennifer	West Side	Spec Ed Teacher	Mild Interventions	Learning Disabled
Crayton	Sharon	West Side	Spec Ed Teacher	Mild Interventions	Mild Intervention Emergency Permit

Culver	Janis	West Side	Spec Ed Teacher	Adapted Curriculum	Learning Disabled
Dunlap	Alexis	West Side	Spec Ed Teacher	Mild Interventions	Mild Intervention
Freeman	David	West Side	Spec Ed Teacher	Adapted Curriculum	Severe Disabilities
Gray-Mays	Yana	Glen Park	Spec Ed Teacher	PODDS	Learning Disabled, Mentally Retarded
Hall	Daphne	West Side	Spec Ed Teacher	PODDS	Seriously Emotionally Handicapped
Holley	Deborah	West Side	Spec Ed Teacher	Mild Interventions	English Senior High Junior/Middle
Hric	Caroline	West Side	Spec Ed Teacher	Adapted Curriculum	Mildly Mentally Handicapped
Irvin	Torentha	West Side	Spec Ed Teacher	Basic Skills	Mild Interventions
Mihajlovich	Diane	West Side	Spec Ed Teacher	Adapted Curriculum	Elementary Intermediate
Pritchett	Vaughn	West Side	Spec Ed Teacher	Mild Interventions	Mild Disabilities
Scott	Rolisha	West Side	Spec Ed Teacher	Co-Taught	Mild Interventions
Snyder-Biggs	Sara	West Side	Spec Ed Teacher	Co-Taught	Mild Intervention
Coleman	Markeysha	West Side	Teacher - Artist	Drama	Visual Arts
Teamer	DeAndre	West Side	Teacher-Band	Band	Instrumental and General Music
Buckley	Fred	West Side	Nurse		
Hamer	Gail	West Side	Social Worker		School Social Worker
Baker-Brown	Angela	West Side	Behavior Specialist		School Social Worker
Bacon	Denise	West Side	Counselor		School Counselor
Cooper	Sharon	West Side	Counselor		School Counselor
Fleming-Collier	Dana	West Side	Counselor		School Counselor
Hamblin	Sharon	West Side	Counselor		School Counselor

SECTION B: Needs Assessment

Every school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school's current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. This information is necessary when performing the Gap Analysis and Root Cause Analysis. Mark "X' next to each source of data used in the following steps and attach or link the data reviewed for this plan.

	General Academic and Schoolwide		WIDA		Special Education		High Ability
X	Statewide Assessments	X	Individual Learning Plans (ILPs)	X	IAM Assessment		Aptitude Assessment (e.g. CogAT)
X	Districtwide Assessments	X	Performance Gap Data	X	Individual Education Plans (IEPs)		Current High Ability Grant
	Assessment by Student Group		ESL Staff Training		Performance Gap Data		Performance Gap Data
X	Common Formative Assessments		Service Delivery Model		Special Education Training for Staff		High Ability Training for Staff
X	PSAT/SAT/ACT Assessments	X	Federal (ESSA) Grade for Group	X	Approved Testing Accommodations		Service Delivery Model
	Dyslexia Screening Data		Current Title III Grant		Federal (ESSA) Grade for Group		
X	Common Formative Assessments	X	Parental Involvement	X	IEP Compliance Report		
	Attendance Reports – general and by student groups	X	WIDA	X	Special Education Staff Assignments		
X	Survey of Students, Staff, Parents, and/or Community	**Be sure there is no personally identifiable information for students in any/all linked/uploaded data.**					
X	Staff Attendance						

Step 1: Review Potential Issues from the Core Elements

In this section, the committee should begin reviewing the information from the core elements in Section A. Look back at the information in Section A. If there were items checked (X) for further discussion, note them below and discuss them considering the following two questions:

Do these issues significantly impact our current school goals as strengths or problems?
Do these issues present significant strengths or problems not already addressed by goals in
our current school improvement plan?

If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a Gap Analysis.

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data**. Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior**. **All** schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section.

Goal 1

      Measurable outcome met?   Yes   <mark>No</mark>

The school will establish adequate leadership and culture building.

If the goal was met, how will the school further improve or sustain this level of performance?
    N/A

If the goal was not met, explain why.
      The recent merger of High Schools has prompted a drastic shift in leadership and student presence. Administration is steadily working to improve the culture of the building by defining a strategic plan that will take deliberate steps towards creating a sustainable school culture.

If the goal was not met, should the school continue to work toward this goal?   <mark>Yes</mark>   No

Goal 2

      Measurable outcome met?   Yes   <mark>No</mark>

The administration team will provide PD that will aid teachers in core instruction and academic interventions.

If the goal was met, how will the school further improve or sustain this level of performance?
    N/A

If the goal was not met, explain why.

Administration has adopted a new curriculum that vertically aligns across grade levels and incorporates the 2020 Indiana Academic State Standards. District will be providing ongoing professional development to ensure the implementation of these curriculum maps are done with fidelity.

If the goal was not met, should the school continue to work toward this goal?   <mark>Yes</mark>   No

Goal 3

      Measurable outcome met?   Yes   <mark>No</mark>

Establish a school-wide plan to help with student accountability.

If the goal was met, how will the school further improve or sustain this level of performance?
   N/A

If the goal was not met, explain why.

   District has instituted a school-wide cycle test to improve more data focus instruction. Continuous professional development for the use of Exact Path and Study Island to be properly embedded in instruction is being monitored to assess progress.

If the goal was not met, should the school continue to work toward this goal?   <mark>Yes</mark>   No

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

A Gap Analysis is a procedure for determining needs by highlighting differences between a school's desired performance and its actual performance.

Data about the school's current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school's performance in a number of areas. This included core elements of the school and

current school goals. For the first column the committee should consider two questions:

1) Are our current goals still areas where improvement is needed immediately?

2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school's success.

Here's an **example** of how a committee member might explain the gap analysis process:

During our discussion about the core elements we felt student misbehavior has gotten worse. If that's the case, it is counter to what we believe. We

are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We'll state our commitment about a safe environment in the 1st column. It is not a current goal, so we'll put "No" in the 2nd column. We'll collect discipline data and summarize our findings in the 3rd column. We'll compare what we're committed to regarding student safety with what the data shows. We'll state our findings in the 4th column. If there is a significant difference between what we are committed to and what is actually happening, we'll consider this a gap and put a check in the 5th column. Lastly, we'll compare this with other gaps we found on this chart. We'll prioritize these in the final (6th) column (rank your priorities).

---

1   2   3
4   5   6

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
A safe and disciplined school learning environment that ensures environment provides an education- Data indicates that students al atmosphere conducive to misbehavior resulting in	No **X** 1	In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% re-	We are committed to a safety and well-being for all. do not feel safe and that		

learning and personal well-being.   *respectively. Survey: 45% of students*   *suspensions and expulsions*
has increased.

do not feel safe at school.

There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include a desired performance indicator relevant to each of these groups.**
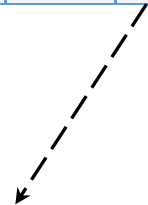
GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
WSLA is committed to curating highly effective, relevant curriculum and instruction reflective of students' interests and needs. Opportunities for students to exercise choice, develop individual, aspirational learning targets, and receive constructive feedback are woven into the collaborative approach to learning. Data is analyzed routinely and systematically to provide individualized instruction and identify the need for remediation.	<mark>Yes</mark> No	On average, 22.3% of students have passed the Math test for the last 3 years. In the last 2 years, Math has had a -16.6 percentage points change. On average, 34.9% of students have passed the ELA test for the last 3 years. In the last 2 years, ELA has had a -4.0 percentage points change. Students have achieved higher pass rates in ELA than Math by 12.6% on average over the past three years. On average, 20.1% of students have demonstrated low growth on the MATH test over the last 3 years. On average, 64.9% of students have demonstrated high growth on the MATH test over the last 3 years. Over the last 2 years, the percentage of students in low growth for MATH has increased by 12.3. Over the last 2 years, the percentage of students in high growth for MATH has decreased by 23.9. On average, 25.1% of students have demonstrated low growth on the ELA test over the last 3 years. On	State assessment data indicates an increase in students receiving low growth in both ELA and Math. Ensuring adequate levels of academic growth is necessary so that all our students reach their greatest individual potential and have the opportunity to achieve success both inside and outside the walls of our building. Ensuring that we have a guaranteed and viable curriculum into place and progressively moving towards high quality instruction is our current priority.	X	1

		average, 53.1% of students have demonstrated high growth on the ELA test over the last 3 years. Over the last 2 years, the percentage of students in low growth for ELA has increased by 9.3. Over the last 2 years,			
Alongside a standards-driven curriculum and rigorous instruction, vital career readiness experiences through mentoring, apprenticeships, and internships are necessary to meet the requirements for the graduation pathways. These interactive platforms facilitate the development of career readiness skills and prosocial competencies necessary for prosperity and longevity in the workplace.	**Yes** No	In the 2018-2019 school year we have noticed a decline in graduation rates, going from 85.7% in '18 to 58.5% in '19, as well as an increase in graduation waivers, going from 13.3% in '18 to 27.3% in '19. Integrating a standards-driven curriculum and rigorous instruction alongside the development and tracking of graduation pathways student graduation will increase.	Improving graduation percentages requires an overarching strategic vision. The school's implementation of a combination of a rigorous instruction and a standards-driven curriculum aligns with an increase to student graduation. Additionally, adding a systematic approach to school-wide initiatives, personalizing learning experiences, and strong relationships with school staff combined add to students' academic success and promote high graduation rates.	X	3
We approach students with compassion and recognize relationships are the foundation of what we do. It is essential for students to feel accepted, understood, and heard as collaborators in their education. A holistic approach that fosters all facets of development is incorporated with the recognition that practice and patience create a culture conducive to change.	**Yes** No	Teacher focus groups, building leadership focus groups, and the SEL audit lead to the conclusion that student trauma and social emotional needs are negatively impacting the school environment. Specifically, the percentage of students identified as "model attendees" during the 2018-2019 school year was 49.9%. Additionally, the school saw an increase in the number of students suspended and expelled from the 17-18 to the 18-19 school year.	Multiple sources of data reveal the need for a systemic approach toward students' holistic development. It is recognized that the circumstances surrounding the Covid-19 pandemic are likely to exacerbate the need for increased SEL supports. We as a school are committed to providing the means and supports for all students to overcome obstacles as they develop the skills and dispositions needed for future success.	X	2

All students receive the individualized support they need in an equitable educational environment.	**Yes** No	On average, 0.0% of students have passed the Math test for the last 2 years. In the last 1 years, Math has had a 0.0 percentage point change. On average, 12.4% of students have passed the ELA test for the last 2 years. In the last 1 years, ELA has had a -0.3 percentage point change. Students have achieved higher pass rates in ELA than Math by 12.4% on average over the past three years. On average, 39.4% of students have demonstrated low growth on the MATH test over the last 2 years. On average, 43.9% of students have demonstrated high growth on the MATH test over the last 2 years. Over the last 1 years, the percentage of students in low growth for MATH has increased by 23.3. Over the last 1 years, the percentage of students in high growth for MATH has decreased by 23.3. On average, 37.5% of students have demonstrated low growth on the ELA test over the last 2 years. On average, 29.7% of students have demonstrated high growth on the ELA test over the last 2 years. Over the last 1 years, the percentage of students in low growth for ELA has increased by 18.1. Over the last 1 years, the percentage of students in high growth for ELA has decreased by 2.5.	West Side Leadership Academy is currently identified as TSI for any low performing student groups. Therefore we have targeted SPED for our intervention and support.	X	4

List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.

Step 2: Conduct Root Cause Analyses

Based on review of data from the Gap Analysis, list at least 3 priorities where improvement is needed immediately in the chart below. Schools classified at TSI/ATSI should consider priorities pertaining to the underperforming groups for which they have been identified.

Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.
A Root Cause Analysis is a process for determining underlying causes for problems. The recommended tool for this is 5-Whys. An illustration of this process is found **HERE**. Although conducting a root cause analysis is required, schools may use any recognized method/tool of their choice. CSI and TSI/ATSI schools must attach documentation of their root cause analysis (e.g. Word/Google document, pdf, photo of wall chart, etc.).

Identified Priorities from Previous Chart	List Root Cause(s)
1. Academic Proficiency & Growth	*Please see Appendix H for a detailed cause map that identifies the components of this focus area's root cause.*
2. Social and Emotional Learning	*Please see Appendix H for a detailed cause map that identifies the components of this focus area's root cause.*
3. Student Graduation	*Please see Appendix H for a detailed cause map that identifies the components of this focus area's root cause.*
4. Low Performing Student Groups (SPED)	*Please see Appendix H for a detailed cause map that identifies the components of this focus area's root cause.*

↓

↓

Write your Goal(s) from these.
Develop strategies from these.

SECTION D: School Improvement Plan and Professional Development Plan

The school improvement and professional development plans are developed once immediate needs are identified. The plans are developed from these needs and are the filter through which most decisions are made. The school improvement plan and professional development plan drive all aspects of continuous improvement efforts for the school.

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
   a. A continuation of existing goals and/or
   b. New goals, based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
   a. Strategies in the school improvement plan;
   b. Other areas, apart from the improvement plan, where professional development is a priority.
3. Identity and note possible funding sources from local, state, and federal resources that may support the plan(s).

Possible Funding Sources		
Title IA	McKinney-Vento	General funds
Title II	High Ability	Head Start
Title III	Early Literacy	
Title IV	Twenty-first Century After School Program	
School Improvement (SIG)	Rural and Low Income Schools	

School Improvement Plan

Using the Goal Template

Goals

Are a result of identified priorities (where improvement is needed immediately)
Are based on a 3-year plan, starting with the current year (Goal 1) and followed by succeeding years ("Yr 2" and "Yr 3").

Evidence-Based Strategy

A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. Find out about evidence-based interventions HERE. In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan.

Strategy Action Steps

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps. Space is provided for four. Add additional steps if needed.

GOAL 1	During the 2020-2021 school year, West Side Leadership Academy will demonstrate an increase in both ELA and Math through school-wide student proficiency and measured data driven instruction as well as a guaranteed and viable curriculum.

Subject	Student Growth Percentile
Math	18.2%
ELA	33.8%
SPED	11.4%

Data Checkpoints (dates)	September	January	April
Evidence at Checkpoints	**Interim Assessment Scores**	**Interim Assessment Scores**	**Interim Assessment Scores**

Evidence- Based Strategy 1 (Curriculum Mapping)	-Carlson, D., Borman, G. and Robinson, M. (2011). A Multistate District-Level Cluster Randomized Trial of the Impact of Data-Driven Reform on Reading and Mathematics Achievement. Educational Evaluation and Policy Analysis, 33(3), pp.378-398. -Furtak, E., Primo., M. (2007). Exploring Teachers' Informal Formative Assessment Practices and Students' Understanding in the Context of Scientific Inquiry. Journal of Research in science Teaching. VOL. 44, NO. 1, PP. 57-84.	**PD Needed:** <mark>Yes</mark> No

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teachers will engage in a professional development session regarding the core curriculum elements and how to integrate them into instruction.	July 2020- August 2020	Building leadership, Instructional Staff, Academic Coaches, EES	Teachers understand each key curriculum element and can begin initial implementation
Action Step 2	Create proficiency scales and common formative assessments for each priority standard.	September 2020- June 2020	Building leadership, Instructional Staff, Academic Coaches,	ELA & Math will have proficiency scales and common formative assessments.

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 3	Model, engage, and monitor PLCs to ensure reflection and continuous improvement	September 2020- June 2020	Building leadership, Instructional Staff, Academic Coaches,	PLC forms are being utilized and reviewed
Action Step 4	Meet with ELA and Math teachers at the end of the first 9 wks to refine the maps as necessary.	October 2020	Building leadership, Instructional Staff, Academic Coaches, EES	Necessary refinements are identified and made in collaboration with teachers, building leadership, and EES
Action Step 5	Conduct regular walkthroughs to determine professional development opportunities for teachers need to deliver high- quality instruction	August 2020-June 2020	Building leadership, Instructional Staff, Academic Coaches,	non-evaluative walkthrough data to inform decisions regarding professional development opportunities are regularly taking place.
Evidence- Based Strategy 2 (PBL Literacy Based Assessments)	-Carlson, J., Kowalski, S., Taylor, J., Wilson, C., (2010) The Relative Effects and Equity of Inquiry-Based and Commonplace Science Teaching on Students' Knowledge, Reasoning, and Argumentation. Journal of Research in Science Teaching. Vol. 47, NO.3, PP. 276-301			**PD Needed:** <mark>Yes</mark> No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Instructional leadership is trained to support the implementation of literacy based assessments.	August 2020- June 2020	Building Leadership, Content Teachers, Academic Coaches	Literacy based assessments are developed and an implementation plan finalized
Action Step 2	Teachers in core content classes (Science & Social Studies) are trained to utilize literacy based assessments.	August 2020- June 2020	Building Leadership, Content Teachers, Academic Coaches	A review of exit tickets indicate teachers are confident in having the support needed for initial implementation.
Action Step 3	Instructional leadership monitors the use of the assessments to ensure fidelity of implementation and to provide non evaluative formative feedback	August 2020- June 2020	Building Leadership, Content Teachers, Academic Coaches	Classroom observation data indicates implementation of the assessments have begun. Teachers are receiving individualized support to aid further implementation.

Action Step 4	The data from the assessments is analyzed and used to inform continuous improvement.	August 2020- June 2020	Building Leadership, Content Teachers, Academic Coaches	Notes from PLC meetings indicate data is being analyzed and teachers are sharing successes and challenges.
Evidence- Based Strategy 3 (Instructional Priorities Model)	-Goddard, R., Hoy, W. and Hoy, A. (2000). Collective Teacher Efficacy: Its Meaning, Measure, and Impact on Student Achievement. American Educational Research Journal, 37(2), pp.479-507. -Rubie-Davies, C., Peterson, E., Sibley, C., & Rosenthal, R. (2015). A teacher expectation intervention: Modeling the practices of high expectation teachers. Contemporary Educational Psychology, 40, 72-85. doi: 10.1016/j.cedpsych.2014.03.003			**PD Needed:** <mark>Yes</mark> No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Build leadership capacity to lead and ensure fidelity of implementation of instructional priorities by messaging next steps in building leader and teacher competencies.	October 2020- June 2020	Building leadership, Instructional Staff, Academic Coaches, EES	A vision deck is developed and employed at the start of each Domain to communicate the what, why, how and when of the work being used to provide teachers with non-evaluative formative feedback.
Action Step 2	Instructional Coaches (and building leadership, if necessary) build knowledge on how to support teachers as they build their professional competencies follow-up supports specific to authentic engagement.	October 2020- June 2020	Building leadership, Instructional Staff, Academic Coaches,	Observation data indicates teachers are implementing newly learned instructional strategies with fidelity.
Action Step 3	Cohort teachers familiarize themselves with the Professional Competency Map aligned with each Instructional Priority and begin their journey with a pre-assessment to help	October 2020- June 2020	Building leadership, Instructional Staff, Academic Coaches, EES	Cohort teachers are familiar with the Professional Competency Maps for each Instructional Priority and know their entry point into their professional learning. Pre-assessment results are

	guide their learning pathway.			summarized to assist in identifying learner pathways.
Action Step 4	Based on their learning pathway teachers put new learning into practice by selecting and completing a culminating task blending the practices of the Instructional Priorities.	October 2020- June 2020	Building leadership, Instructional Staff, Academic Coaches, EES	Teachers complete the culminating task for the Domain and self-assess their work against the Instructional Priority Professional Competency Maps.

Yr. 2 Measurable Objective	During the 2020-2021 school year, West Side Leadership Academy will demonstrate an increase in both ELA and Math through school-wide student proficiency and measured data driven instruction as well as a guaranteed and viable curriculum.

Subject	Student Growth Percentile
Math	18.2%
ELA	33.8%
SPED	11.4%

Yr. 3 Measurable Objective	During the 2021-2022 school year, West Side Leadership Academy will demonstrate an increase in both ELA and Math through school-wide student proficiency and measured data driven instruction as well as a guaranteed and viable curriculum.

Subject	Student Growth Percentile
Math	18.2%
ELA	33.8%
SPED	11.4%

GOAL 2	Starting the 2020-2021 school year West Side Leadership Academy will demonstrate an increase in graduation rate by 11.5% and student attendance by 7.7% through implementing a system of support and interventions necessary to track students at risk of graduating and chronic absenteeism. The impact of these efforts will be… · **The student model attendee percentage at West Side Leadership Academy will increase by 7.7%** · **Reduce the number of students with 10 or more unexcused absent days** · **An increase of 11.5 % in the school's graduation rate** · **A 5% decrease in the percentage of students utilizing a graduation waiver**			
Data Checkpoints (dates)	**September**	**January**	**April**	**June**
Evidence at Checkpoints	**Students on Track to Graduate**	**Students on Track to Graduate**	**Students on Track to Graduate**	**Graduation Rate**
Evidence- Based Strategy 1 (Graduation Support)	-Roby, Douglas, (2004). Research on School Attendance and Student achievement: A study of Ohio Schools. Educational Research Quarterly, v28 n1 p3-16 Sep. 2004 -Ross, Terris, (2016). The Differential Effects of Parental Involvement on High School Completion and Postsecondary Attendance. Education Policy Analysis Archives, v24 n30 Mar 2016			**PD Needed:** <mark>Yes</mark> No
Action Step 1	Establish a Grad Staff that includes administration, teachers and counselors to help monitor the progress of student graduation.	October 2020- June 2020	Building Leadership, Staff	Identified staff members understand their role as a grad staff member and check-in monthly to report progress.
Action Step 2	Ensure curriculum resources are aligned to state standardized test and graduation exams	October 2020- June 2020	Building Leadership, Staff	Curriculum maps are aligned to SAT and ASVAB assessments. Teachers understand how to structure their classroom assessments to prepare students for state assessments.
Action Step 3	Create graduation pathways for all students by conducting an inventory of current graduation progress, tracking attendance, identifying	October 2020- June 2020	Building Leadership, Staff	Pathways are developed for each student and students are identified as On Track or Off Track.

	supports, and interventions.			
Action Step 4	Collaborate with school leadership concerning attendance practices to (1) identify existing supports and procedures, (2) define roles and responsibilities, and (3) identify any additional interventions needed to increase student attendance.	October 2020- June 2020	Building Leadership, Staff	A system for tracking attendance and providing support to students who are habitually not present is established.
Action Step 5	Engage key school and community stakeholders to ensure implementation of current systems to improve the graduation rate with specific focus given to providing students with support concerning graduation pathways.	October 2020- June 2020	Building Leadership, Staff	Supports are in place to help support students who are at-risk of not graduating. Continued planning is occurring to fully implement grad pathway supports.
Action Step 6	Embed PBL experiences within targeted classes.	October 2020- June 2020	Building Leadership, Staff	PBL experiences are embedded within specific classes that fulfill the Employability Skill Requirements of Grad Pathways
Yr. 2 Measurable Objective	Starting the 2020-2021 school year West Side Leadership Academy will demonstrate an increase in graduation rate by 11.5% and student attendance by 7.7% through implementing a system of support and interventions necessary to track students at risk of graduating and chronic absenteeism. The impact of these efforts will be… · **The student model attendee percentage at West Side Leadership Academy will increase by 7.7%** · **Reduce the number of students with 10 or more unexcused absent days** · **An increase of 11.5 % in the school's graduation rate** · **A 5% decrease in the percentage of students utilizing a graduation waiver**			

Yr. 3 Measurable Objective	Starting the 2021-2022 school year West Side Leadership Academy will demonstrate an increase in graduation rate by 11.5% and student attendance by 7.7% through implementing a system of support and interventions necessary to track students at risk of graduating and chronic absenteeism. The impact of these efforts will be… · **The student model attendee percentage at West Side Leadership Academy will increase by 7.7%** · **Reduce the number of students with 10 or more unexcused absent days** · **An increase of 11.5 % in the school's graduation rate** · **A 5% decrease in the percentage of students utilizing a graduation waiver**

GOAL 3	**West Side Leadership Academy, throughout the 2020-2021 school year will progressively implement SEL supports as part of the school's MTSS framework that systematically facilitates data-based decision making around providing the tiered academic, behavioral, and social supports as indicated by…** ● **a decrease number of suspensions** ● **An increase in students identified as model attendees** ● **an improvement in student and staff climate and culture data**			
Data Checkpoints (dates)	**September**	**January**	**April**	**June**
Evidence at Checkpoints	**Improving Attendees*** **Behavioral Data**	**Improving Attendees*** **Behavioral Data**	**Improving Attendees*** **Behavioral Data**	**Model Attendees*** **Behavioral Data**
Evidence- Based Strategy 1 (Social-Emotional Learning)	-Payton, J., Weissberg, R., Durlak, J., Dymnicki, A., Taylor, R., Schellinger, K., & Pachan, M. (2008). The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students. Collaborative for Academic, Social, and Emotional Learning. -Goddard, R., Hoy, W. and Hoy, A. (2000). Collective Teacher Efficacy: Its Meaning, Measure, and Impact on Student Achievement. American Educational Research Journal, 37(2), pp.479-507.			**PD Needed:** <mark>Yes</mark> No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	All staff training on Equity in Education and establish SEL Leadership Team	Aug. 2020—September 2020	School Leadership and school staff	Pre/Post Self-Efficacy survey
Action Step 2	Personalize SEL support through data dive including classroom observations, behavior data, surveys, etc.	September 2020-November 2020	SEL Leadership Team	Implemented schoolwide screener and assessment schedule

Action Step 3	Provide teachers SEL training based on data and provide classroom modeling in SEL best practices aligned to IDOE's SEL Competencies	December 2020-March 2021	School staff	Teacher exit tickets and Pre/post observations
Action Step 4	Create SEL strategic plan including vision, mission, goals, and communication plan	April 2021-July 2021	SEL Leadership Team	SEL strategic plan that includes 3-year goals for SEL implementation
Action Step 5	Progress monitoring SEL strategic plan using PDSA model	August 2021-ongoing	SEL Leadership Team	Progress monitoring report
Yr. 2 Measurable Objective	**West Side Leadership Academy, throughout the 2020-2021 school year will progressively implement SEL supports as part of the school's MTSS framework that systematically facilitates data-based decision making around providing the tiered academic, behavioral, and social supports as indicated by…** ● **a decrease number of suspensions** ● **An increase in students identified as model attendees** ● **an improvement in student and staff climate and culture data**			
Yr. 3 Measurable Objective	**West Side Leadership Academy, throughout the 2021-2022 school year will progressively implement SEL supports as part of the school's MTSS framework that systematically facilitates data-based decision making around providing the tiered academic, behavioral, and social supports as indicated by…** ● **a decrease number of suspensions** ● **An increase in students identified as model attendees** ● **an improvement in student and staff climate and culture data**			

Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that has an immediate impact on some aspect of a   job, such as learning to use an on-line gradebook or attendance program. Professional development is career focused, and impacts a worker's   effectiveness in performance. Development occurs over time and requires job-embedded coaching and collaboration.

Write professional development goals below. These should connect with and support the school improvement plan.

Professional Development Goal 1	West Side Leadership Academy will undergo aligned professional development training to ensure students are receiving high quality and engaging instruction both virtually and onsite. Emphasis will be placed on building common language and understanding of the evidence-based practices proven to impact student's growth and proficiency.	**Linked SIP Goals** Yes No
Possible Funding Source(s)	Local,state, or federal funds such, as but not exclusive to, Title I, Title II, Title III, Title IVa, SIG funds	
Evidence of Impact	-Classroom observation data indicates teachers are utilizing newly learned curriculum maps. -Student growth and achievement improves and the year 1, 2, and 3 measurable objectives detailed in GOAL 1 are met. -Classroom observations indicate increased levels of student engagement and collaborative inquiry.	

Plan for coaching and support during the learning process: Teachers will receive non-evaluative formative feedback specific to the training received and the instructional practices and curriculum maps being implemented.

How will effectiveness be sustained over time?   ● Academic coaches will work with teachers to refine practices and ensure job embedded support is continually provided.   ● Teachers will be afforded opportunities to collaborate over instructional strategies being implemented during PLCs.

Professional Development Goal 2	Staff will engage in coaching throughout the 2020-2021 school year to assist in the implementation of graduation pathways and the development of tracking student attendance.	**Linked SIP Goals** <mark>Yes</mark>　　No
Possible Funding Source(s)	Local,state, or federal funds such as but not exclusive to Title I, Title II, Title III, Title IVa, SIG funds	
Evidence of Impact	-Student graduation rates improve and the year 1, 2, and 3 measurable objectives detailed in GOAL 2 are met. - Monthly Grad Staff meetings will report students on track, off track and at risk - Classroom observations and attendance reports indicate teachers are accurately keeping track of student attendance.	

Plan for coaching and support during the learning process:
-Data pertaining to graduation requirements will be systematically gathered and used to drive data discussions as part of a PDSA cycle to ensure the existence of continuous improvement within identifying those students most at risk of not graduating and providing them with targeted supports and interventions.

How will effectiveness be sustained over time?

-Building leadership will work with staff to continuously support graduation pathways to ensure students stay on track
-Policies and procedures around attendance will be implemented into teacher requirements

Professional Development Goal 3	West Side Leadership Academy SEL Leadership team will develop a 3-year SEL strategic plan. School staff will engage in highly relevant and applicable professional development based on school SEL data with the intent of providing the social and emotional support students need to be college-and-career ready.	**Linked SIP Goals** <mark>Yes</mark> No
Possible Funding Source(s)	Local, state, or federal funds such as but not exclusive to Title I, Title II, Title III, Title IVa, SIG funds	
Evidence of Impact	-Classroom observation data reflects student and teacher use of SEL best practices. -Student focus groups reveal increased student awareness of key SEL competencies. -Behavioral and attendance data improves and the year 1, 2, and 3 measurable objectives detailed in GOAL 3 are met.	

Plan for coaching and support during the learning process:

Data gathered from Action Step #2 in Goal 3 will be utilized to provide targeted additional supports.

How will effectiveness be sustained over time?

SEL training and support will be included in the overall MTSS framework. Further, aspects of the training received and practices adopted will be included in the system for teacher onboarding.

Appendix A: School Profile

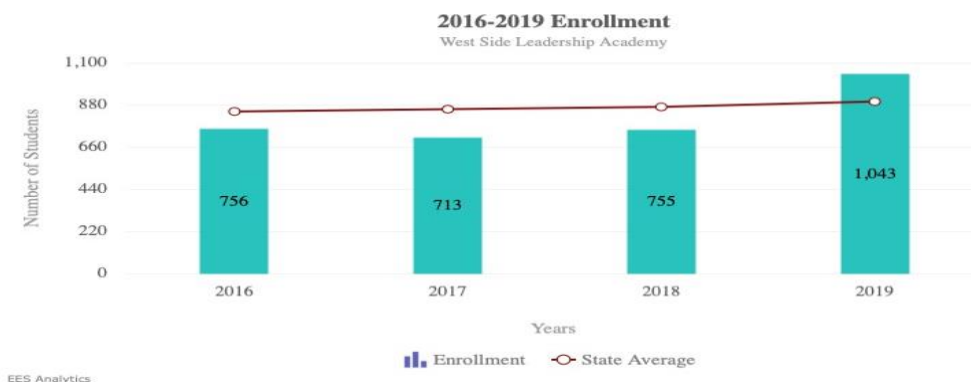| School Profile |
| --- |
| West Side Leadership Academy is a college preparatory high school that provides high quality education to the scholars of Gary Indiana in order to ensure our scholars are on a path to college and a life of opportunity. Gary Indiana is a city known for being rich in culture and traditions as well as its railroad yards and steel industry. Founded in 1968, West Side High is one of the largest High Schools in the city with the building having the potential to hold 3,000 students. WSLA obtained its name through the general vicinity of its location, to serve as a prominent stable to the citizens of Lake County. Today, after recent news of a school merger, West Side Leadership Academy is the primary public High School for the Gary students. Currently, having nearly 700 students, WSLA will play a vital role in the lives of many students. |
| Vision |
| West Side Leadership Academy's vision is to be the premier secondary school of choice in Northwest Indiana, operating with the mission to "Doing what is best for students... today, tomorrow and every day!" |
| Mission Statement |
| The mission of the GCSC is to remain the premiere educational system, providing an enriched academic and multi-cultural learning environment that prepares our students to pursue the accomplishment of life goals. |
| Core Beliefs or Core Values |
| West Side Leadership Academy believes that delivering the best education to students means developing the whole student: academically, mentally, socially and emotionally. WSLA also believes that those who know how to serve are the best leaders, so our students are trained not only to think critically, but to serve others and to become a global citizen and leader of tomorrow. |

Student Demographics

The following graphs depict the student demographics at West Side Leadership Academy. They will show that each year the school enrollment number increases drastically, however the student achievement gap is becoming larger.
Graph 2

2016-2019 Enrollment
West Side Leadership Academy

Year	Enrollment
2016	756
2017	713
2018	755
2019	1,043

Legend: **■ Enrollment**   **—○— State Average**

EES Analytics

Graph 2

ISTEP+ Performance

	Did Not Pass	● Pass	● Pass Plus
English/Language Arts Grade 10	64.9%	23.7%	5.7%
Mathematics Grade 10	78.7%	13.7%	0.0%

Staff Demographics

The following graph will show that teacher effectiveness at West Side Leadership Academy is high. Educators in the Gary district have lots of experience and are consistent in providing high quality leadership in the building.

How did local administrators rate the effectiveness of educators in this school?
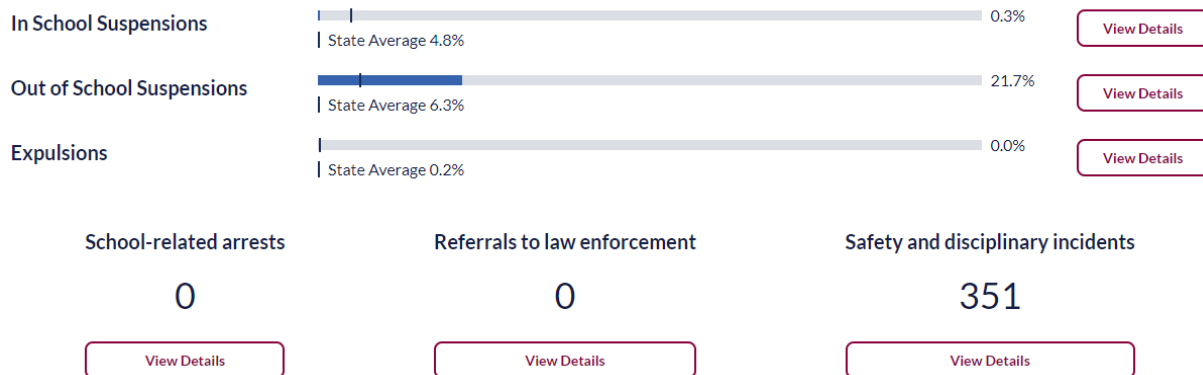
Ineffective	0.0%
Improvement Necessary	22.2%
Effective	77.8%
Highly Effective	0.0%

How experienced are educators in this school?

Educators are considered "experienced" if they have been teaching for more than two years.

0-2 Years	3-5 Years	6-10 Years	11-15 Years	16-20 Years	20+ Years
11.4%	1.4%	10.0%	7.1%	17.1%	52.9%

Student Behavior

The district of Gary prides themselves on providing all students with a safe and loving environment. Parents and families understand that instilling a disciplinary system that contributes to a positive school culture is key to ensuring all students feel welcomed.

In School Suspensions	0.3% State Average 4.8%	View Details
Out of School Suspensions	21.7% State Average 6.3%	View Details
Expulsions	0.0% State Average 0.2%	View Details

School-related arrests	Referrals to law enforcement	Safety and disciplinary incidents
0	0	351
View Details	View Details	View Details

Summary of Current School Improvement Strategies

The school has prioritized improving by implementing school-wide cycle tests. These tests are centered around in-class instruction that address Indiana State Standards. Teachers and administrators are able to proctor these tests and therefore are able to receive real-time results that teachers can use to refine and reteach areas that students are not proficient in. To subsidize these tests the school has implemented J.A.G **Jobs for America's Graduates** this is a state-based, national non-profit organization dedicated to helping high school students of promise who have experienced challenging or traumatic life experiences achieve success through graduation. JAG is a resiliency-building workforce preparation program that helps students learn in-demand employability skills and provides a bridge to post-secondary education and career advancement opportunities. JAG students receive adult mentoring while in school and one year of follow-up counseling after graduation.

Summary of Core Curricula

West Side Leadership Academy uses curriculum maps that directly align to the Indiana State Standards. These maps came as a result of a process to design a curriculum that identifies, evaluates, synthesizes and creates high-quality and rigorous lessons to direct the scope and sequence of instruction. Additionally, instructional leadership have adopted Pearson My*Perspective* ELA a student-centered curriculum that provides a connected approach to improving student learning and achievement. Supplemental Curriculum include NewsELA, Study Island and MyPearson.

Summary of Formative and Summative Assessments

Currently, students at WSLA are mandated to take the Indiana Statewide Testing for Educational Progress-Plus (ISTEP). This summative test is used to measure a student's mastery of reading, writing and basic math. In 2019 the state decided that ISTEP would no longer be administered to students starting the 2023 school, replacing it with SAT or ACT. Until then students will still be required to take the ISTEP, but no longer determines if they graduate. Common formative assessments are collaboratively created by teachers and leadership.

Summary of Academic Intervention and Enrichment Programs

WSLA believes one of the crucial functions of assessment is to measure student mastery of the standards. Teachers are expected to utilize the data from summative assessments to facilitate the delivery of remediation and enrichment activities. This process also allows us to better identify students who may need academic intervention or enrichment.

- **NEWSELA** includes differentiated texts that are organized by content area and aligned to students' interests. The platform gives learners the ability to annotate and practice close reading strategies and develop metacognition skills.
- **ASVAB** a multi-choice aptitude test
- **MyPerspective** ELA is a student-centered curriculum that provides a connected approach to improving student learning and achievement.
- **Study Island** is a leading academic software provider of standards-based assessment, instruction, and test preparation e-learning programs.
- **Gary Area Career Center** is a career and technical training facility

List of Other Programs for Students (Schoolwide or Targeted to Specific Groups of Students)

Gary Area Career Center is the oldest Career and Technical Education facility in Northwest Indiana. They are committed to being a multifaceted and diverse training program. Our highly-qualified, industry-certified teaching staff provides each student with knowledge acquired from their years of work experiences in the industry. Programs offered…
- ➢ Automotive & Collision
- ➢ Barbering
- ➢ Cosmetology
- ➢ Health Science: Nursing
- ➢ Culinary
- ➢ Early Childhood
- ➢ Graphic Design
- ➢ Welding

Students are eligible to enroll as early as their Junior Year.

Summary of Teacher and Staff Recruitment, Selection, Induction, and Retention Strategies

Having a highly qualified staff ensures that students are being prepared by teachers that have the proper training to meet the diverse needs of our student population. Below are some of the tools utilized to recruit and retain teachers…

- ***New Teacher Initiative***
  Gary Community School Corporation has partnered with Indiana University Northwest to provide qualified individuals the ability to receive their degree in education while becoming a welcomed part of our team. GCSC has decided to use a portion of its Title I funds to pay the fees associated with enrolling qualified applicants in the mild intervention program, the newly created elementary licensure program, special education, and secondary program, which has been newly revised to meet the specific needs of the Gary Teachers Cohort.

Summary of Teacher and Staff Coaching and Evaluation Model

Informal Observations/Walkthroughs
The building and district instructional leadership complete regular walkthroughs intended to provide teachers with nonevaluative formative feedback. Further, the instructional coach regularly observes classroom instruction in order to provide teachers with differentiated supports.

Formal Teacher Evaluations
The RISE teacher effectiveness rubric is used to give teachers feedback on their effectiveness. The evaluation model is based on the requirements set forth by the IDOE and developed jointly by the school corporation and local teachers' union. The principal formally conducts one short observation and one long observation for each teacher every school year.

Summary of Key Family and Community Engagement Strategies

WSLA heavily emphasizes the importance of family engagement and community stakeholders being a part of the school and their initiatives on a regular basis. The school has a specifically designated a F.A.C.E liaison that leads the schools charge in communication, school & family relationship building and outreach. The school hosts food drives, conferences and monthly events to ensure constant interaction between the school and families. Additionally, Parents have full access to the district's website which lists a "parent resource" tab. Included are various resources and links ranging from jobs, educational material and supplemental resources.
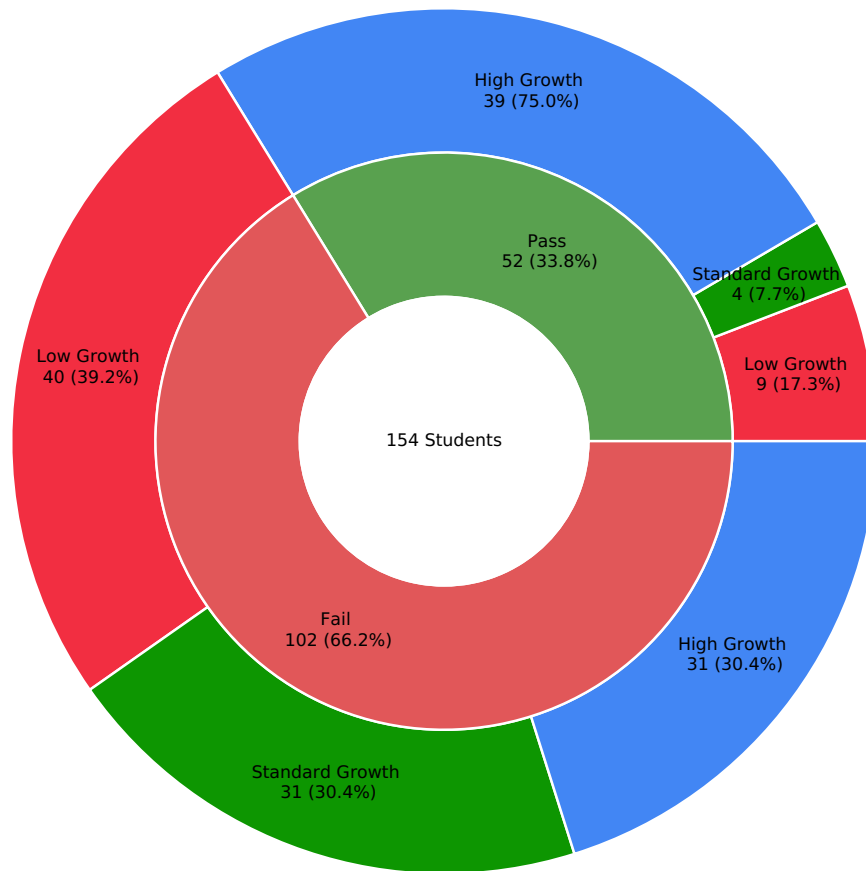
Appendix B

Report Card Analysis

West Side Leadership Academy
ELA Proficiency and Growth for 2019

High Growth
39 (75.0%)

Pass
52 (33.8%)

Standard Growth
4 (7.7%)

Low Growth
9 (17.3%)

154 Students

Low Growth
40 (39.2%)

Fail
102 (66.2%)
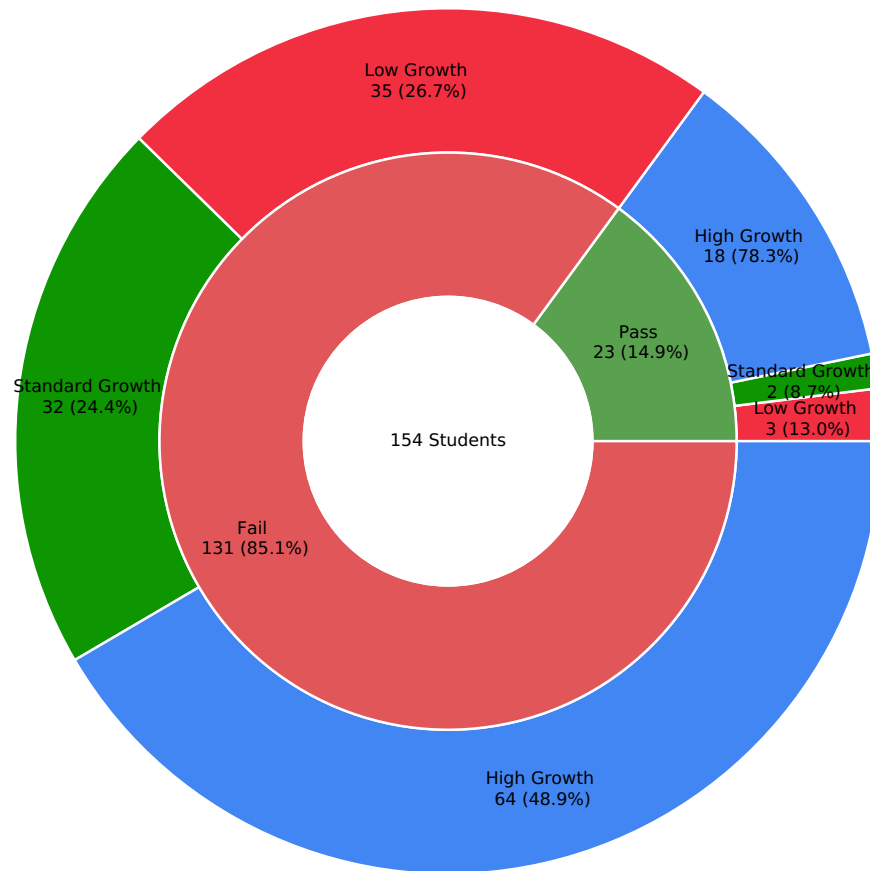
High Growth
31 (30.4%)

Standard Growth
31 (30.4%)

EES Analytics

Of the 154 students, there were 33.8% who passed and 66.2% who did not pass. Of the students who passed, there were 75.0% demonstrated high growth, 7.7% demonstrated standard growth, and 17.3% demonstrated low growth. For the students who did not pass, there were 30.4% demonstrated high growth, 30.4% demonstrated standard growth, and 39.2% demonstrated low growth.

+ A high percentage of the students who passed were in the high growth category with 75.0%, this indicates that these students had more than one-year growth when compared to their academic peers.

50

West Side Leadership Academy
MATH Proficiency and Growth for 2019

Low Growth
35 (26.7%)

High Growth
18 (78.3%)

Pass
23 (14.9%)

Standard Growth
2 (8.7%)

Low Growth
3 (13.0%)

Standard Growth
32 (24.4%)

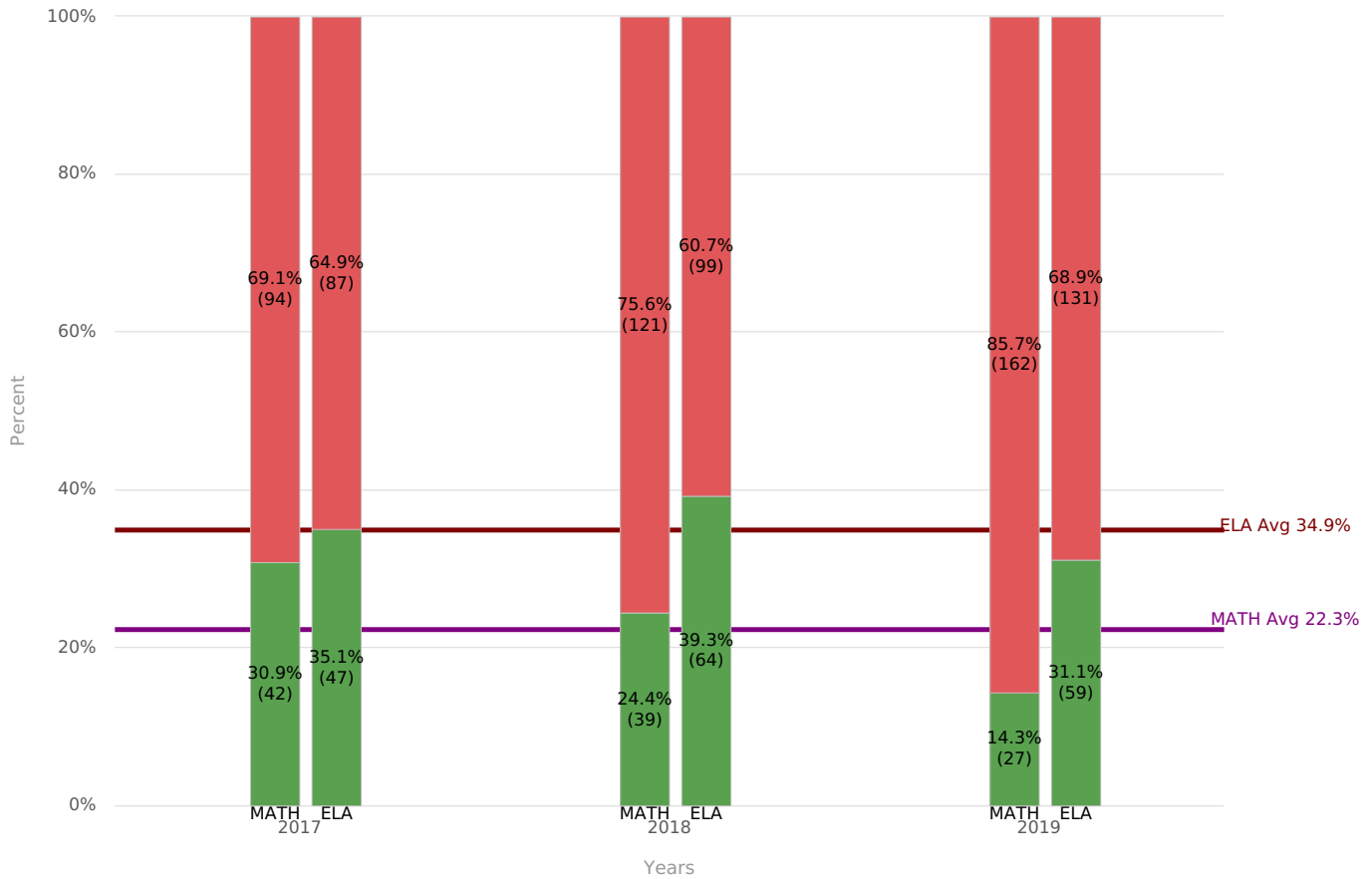154 Students

Fail
131 (85.1%)

High Growth
64 (48.9%)

EES Analytics

Of the 154 students, there were 14.9% who passed and 85.1% who did not pass. Of the students who passed, there were 78.3% demonstrated high growth, 8.7% demonstrated standard growth, and 13.0% demonstrated low growth. For the students who did not pass, there were 48.9% demonstrated high growth, 24.4% demonstrated standard growth, and 26.7% demonstrated low growth.
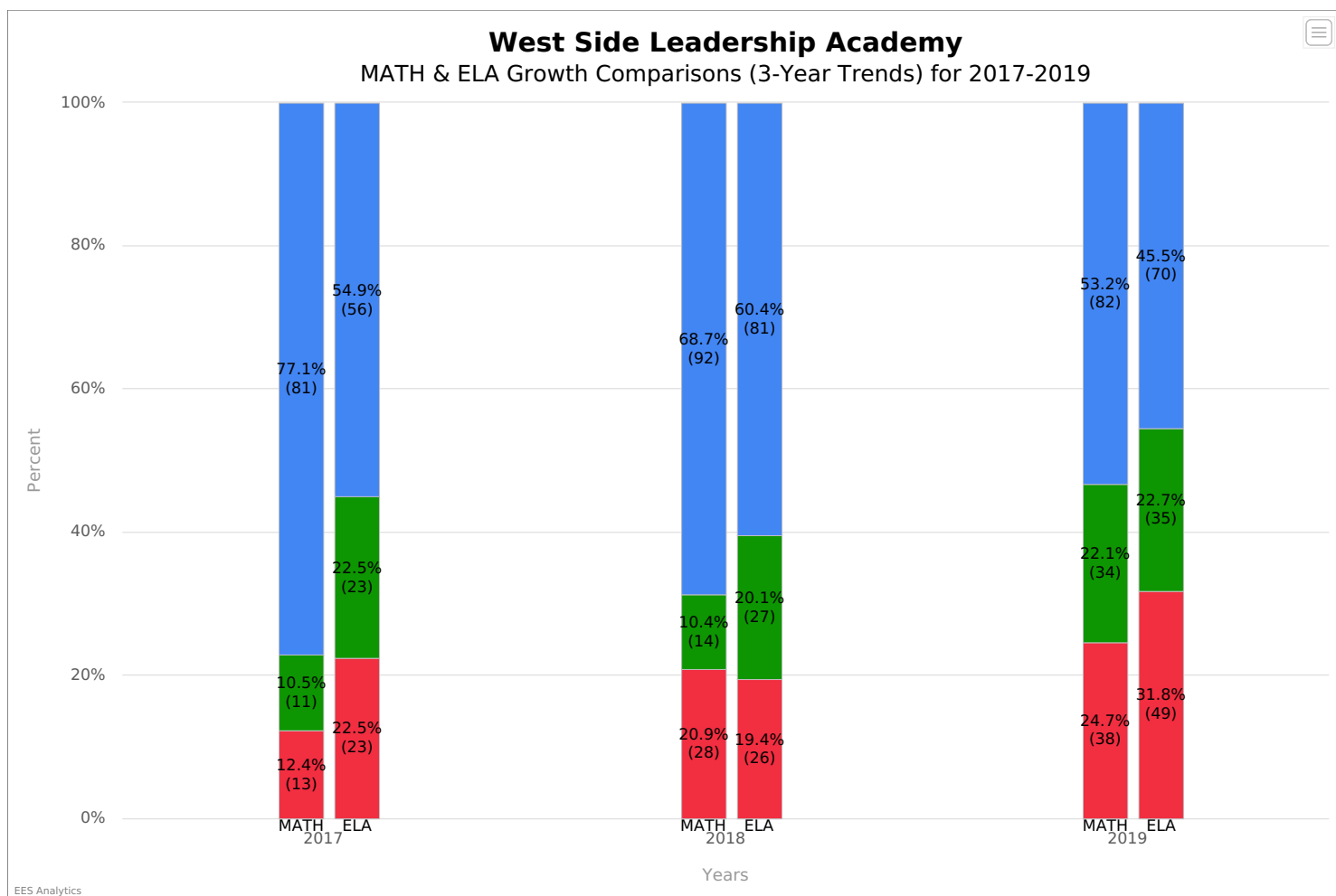
+ A high percentage of the students who passed were in the high growth category with 78.3%, this indicates that these students had more than one-year growth when compared to their academic peers.
+ A high percentage of the students who did not pass were in the high growth category with 48.9%, this indicates that these students had more than one-year growth when compared to their academic peers.

West Side Leadership Academy
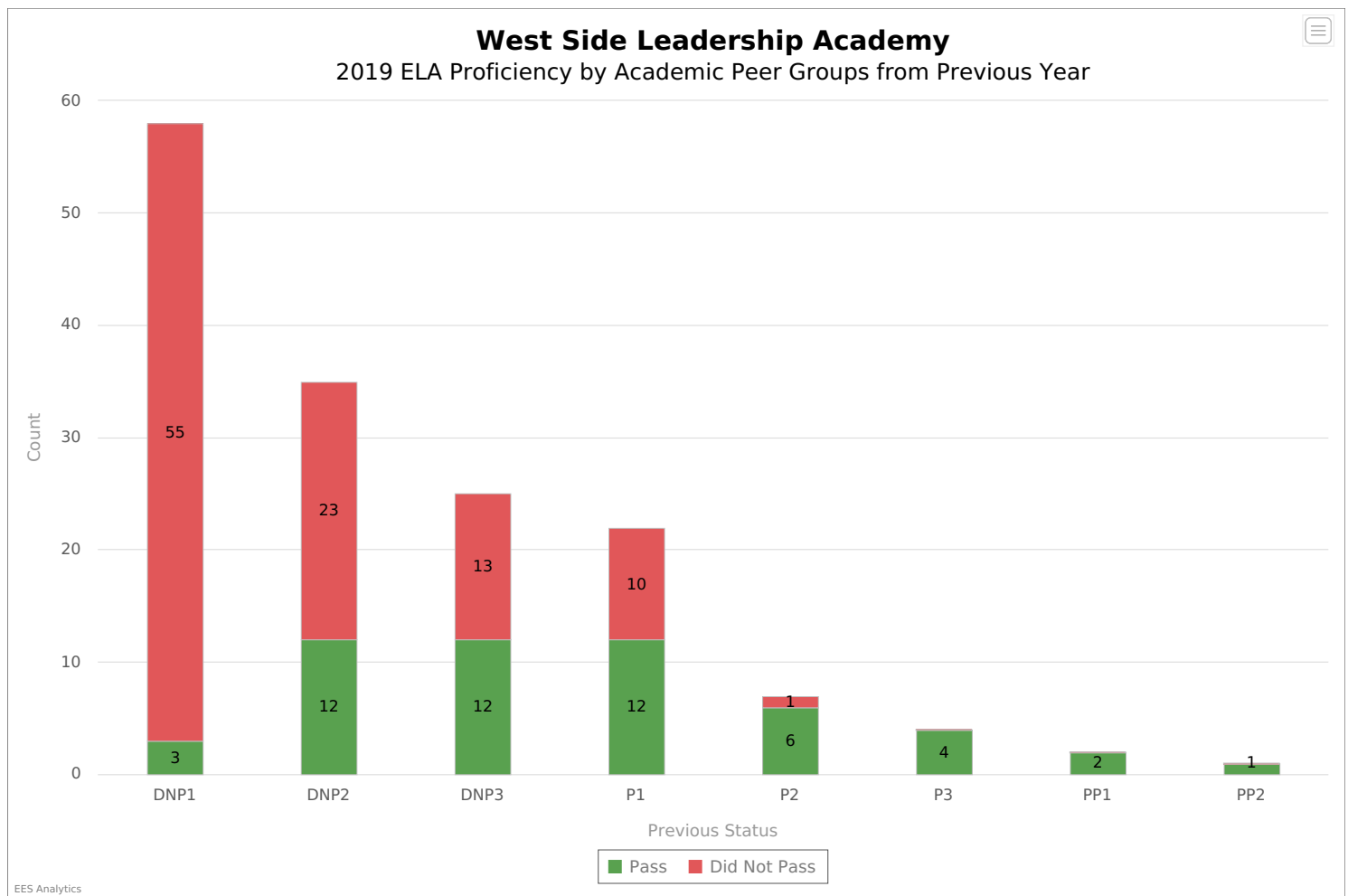MATH & ELA Proficiency Comparisons (3-Year Trends) for 2017-2019

On average, 22.3% of students have passed the Math test for the last 3 years. In the last 2 years, Math has had a -16.6 percentage points change. On average, 34.9% of students have passed the ELA test for the last 3 years. In the last 2 years, ELA has had a -4.0 percentage points change. Students have achieved higher pass rates in ELA than Math by 12.6% on average over the past three years.

West Side Leadership Academy

MATH & ELA Growth Comparisons (3-Year Trends) for 2017-2019

EES Analytics

On average, 20.1% of students have demonstrated low growth on the MATH test over the last 3 years. On average, 64.9% of students have demonstrated high growth on the MATH test over the last 3 years. Over the last 2 years, the percentage of students in low growth for MATH has increased by 12.3. Over the last 2 years, the percentage of students in high growth for MATH has decreased by 23.9.

On average, 25.1% of students have demonstrated low growth on the ELA test over the last 3 years. On average, 53.1% of students have demonstrated high growth on the ELA test over the last 3 years. Over the last 2 years, the percentage of students in low growth for ELA has increased by 9.3. Over the last 2 years, the percentage of students in high growth for ELA has decreased by 9.4.

West Side Leadership Academy
2019 ELA Proficiency by Academic Peer Groups from Previous Year

Of the 36 students who passed the previous year, there were 11 students (30.6%) who did not pass this year.

Of the 118 students who did not pass the previous year, there were 27 students (22.9%) who did pass this year. The net proficiency value (number of students gained minus students lost) was 16. Students who were just above or below the cut line from last year (DNP3 and P1) had a pass rate of 51.1% this year. The year before the pass rate for these students was 46.8%.

+ Students who just missed passing last year (DNP3 category) had 48.0% of the students pass this year. Such a high percentage should be commended for this group.
+ There were 15 students who made substantial progress by jumping from the bottom two academic peer group levels the previous year to passing this year.
+ There was 48.0% of the students in the DNP3 category from last year that passed on this year's test.
- There were 1 students who had previously scored well above the cut score (P2 academic peer group or higher) the previous year that did not pass this year.
- It should be noted that a large portion of the student population (60.4%) is in the DNP1 or DNP2 academic peer groups, indicating many students started well below grade level.

West Side Leadership Academy
## 2019 MATH Proficiency by Academic Peer Groups from Previous Year
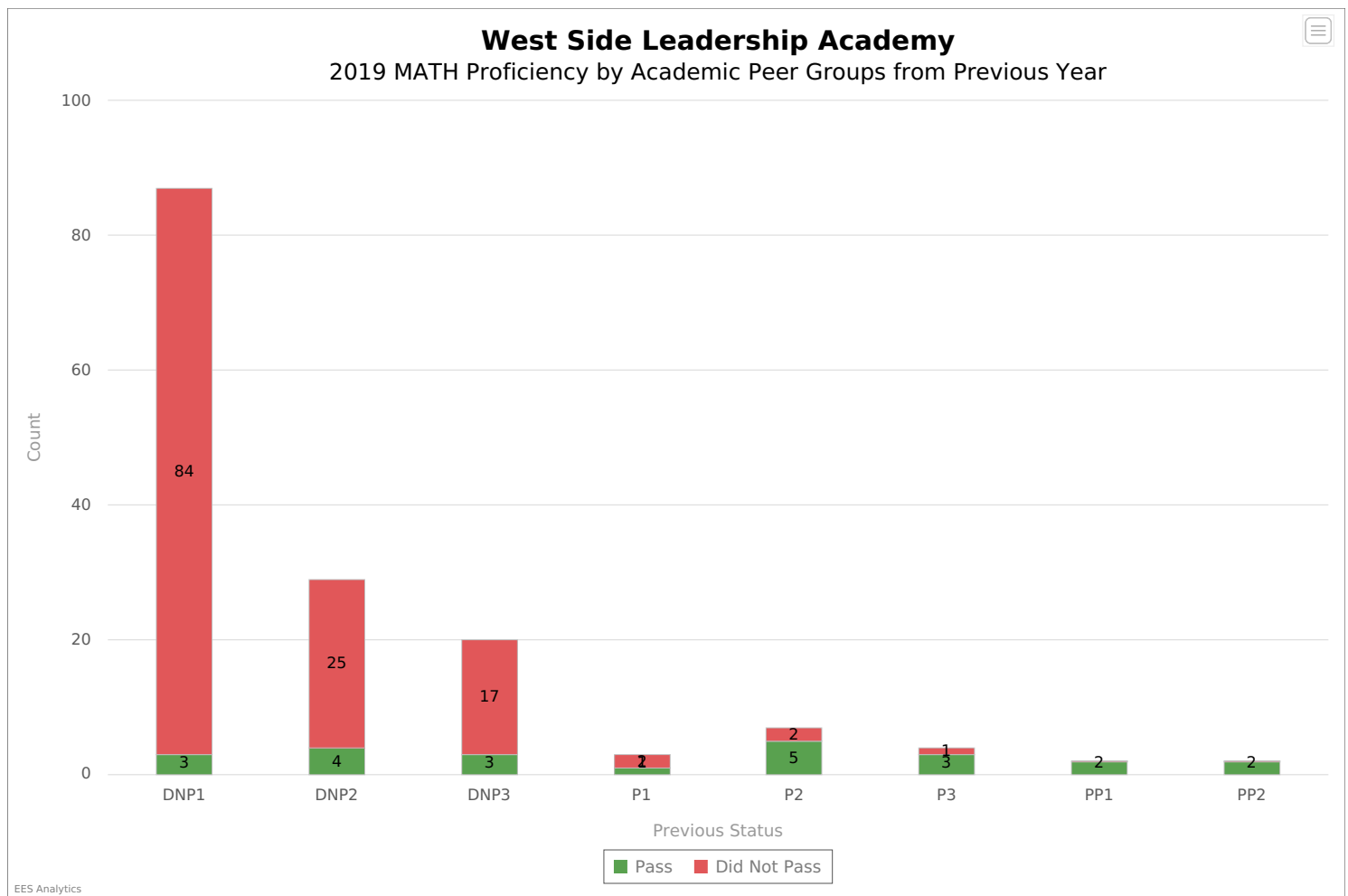
Of the 18 students who passed the previous year, there were 5 students (27.8%) who did not pass this year.

Of the 136 students who did not pass the previous year, there were 10 students (7.4%) who did pass this year. The net proficiency value (number of students gained minus students lost) was 5. Students who were just above or below the cut line from last year (DNP3 and P1) had a pass rate of 17.4% this year. The year before the pass rate for these students was 13.0%.

+ There were 7 students who made substantial progress by jumping from the bottom two academic peer group levels the previous year to passing this year.
- There were 3 students who had previously scored well above the cut score (P2 academic peer group or higher) the previous year that did not pass this year.
- It should be noted that a large portion of the student population (75.3%) is in the DNP1 or DNP2 academic peer groups, indicating many students started well below grade level.

West Side Leadership Academy
ELA Pass Rates (3-Year Trends) for 2017-2019

State Passing Rate 54.0%

School Avg 34.9%

EES Analytics
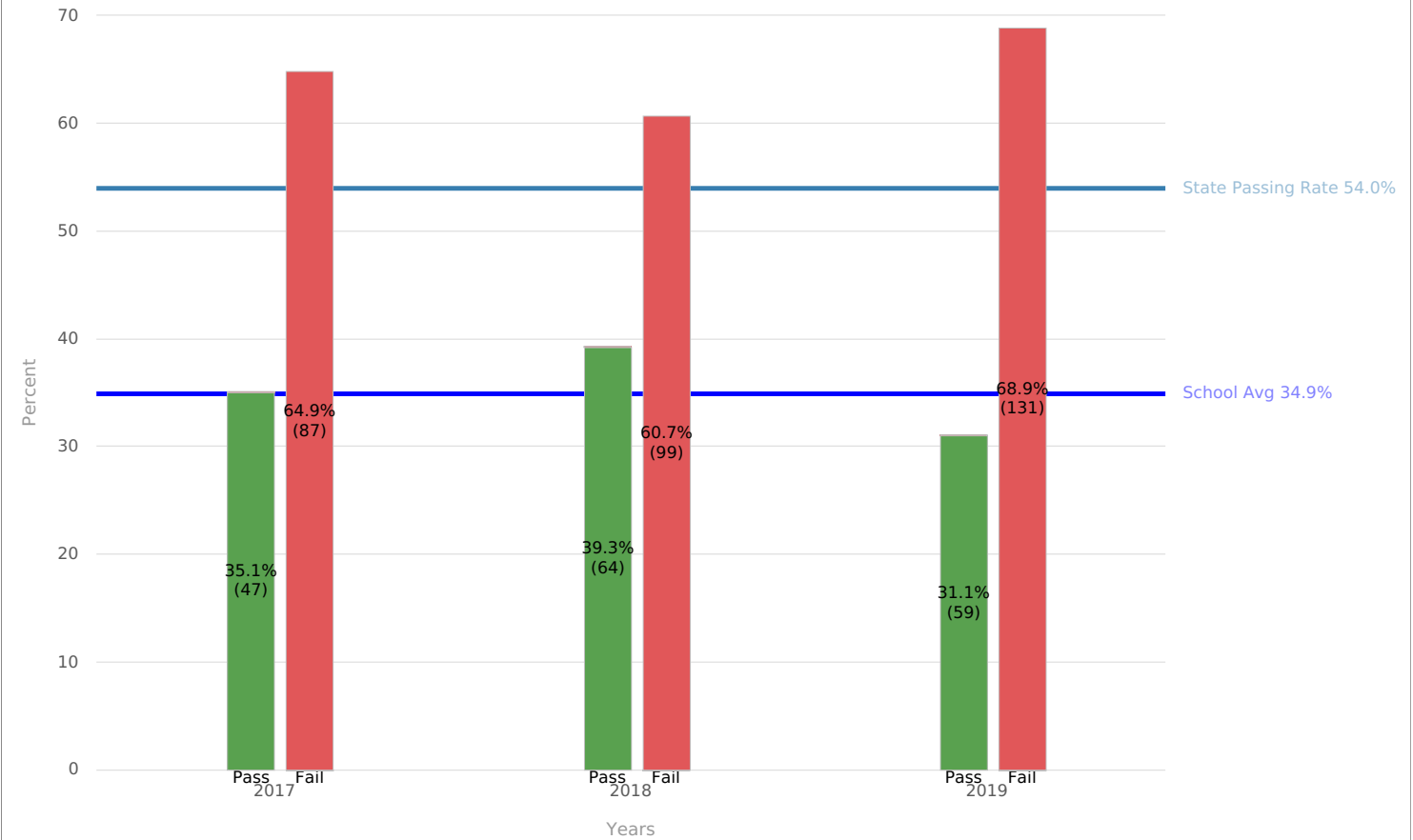
The ELA pass rates for the last three years have gone from 35.1% to 39.3%, and most recently to 31.1%. This indicates a pass rate change of -4.0 percentage points over the last 2 years. To make significant progress in closing the achievement gap in the next five years (decreasing the number of students not passing by half within five years), you would need a 34.5% increase from your current passing rate. That is an annual increase of 6.9%.

Difference between school and

State Average

-19.1%

West Side Leadership Academy
MATH Pass Rates (3-Year Trends) for 2017-2019

The MATH pass rates for the last three years have gone from 30.9% to 24.4%, and most recently to 14.3%. This indicates a pass rate change of -16.6 percentage points over the last 2 years. To make significant progress in closing the achievement gap in the next five years (decreasing the number of students not passing by half within five years), you would need a 42.9% increase from your current passing rate. That is an annual increase of 8.6%.
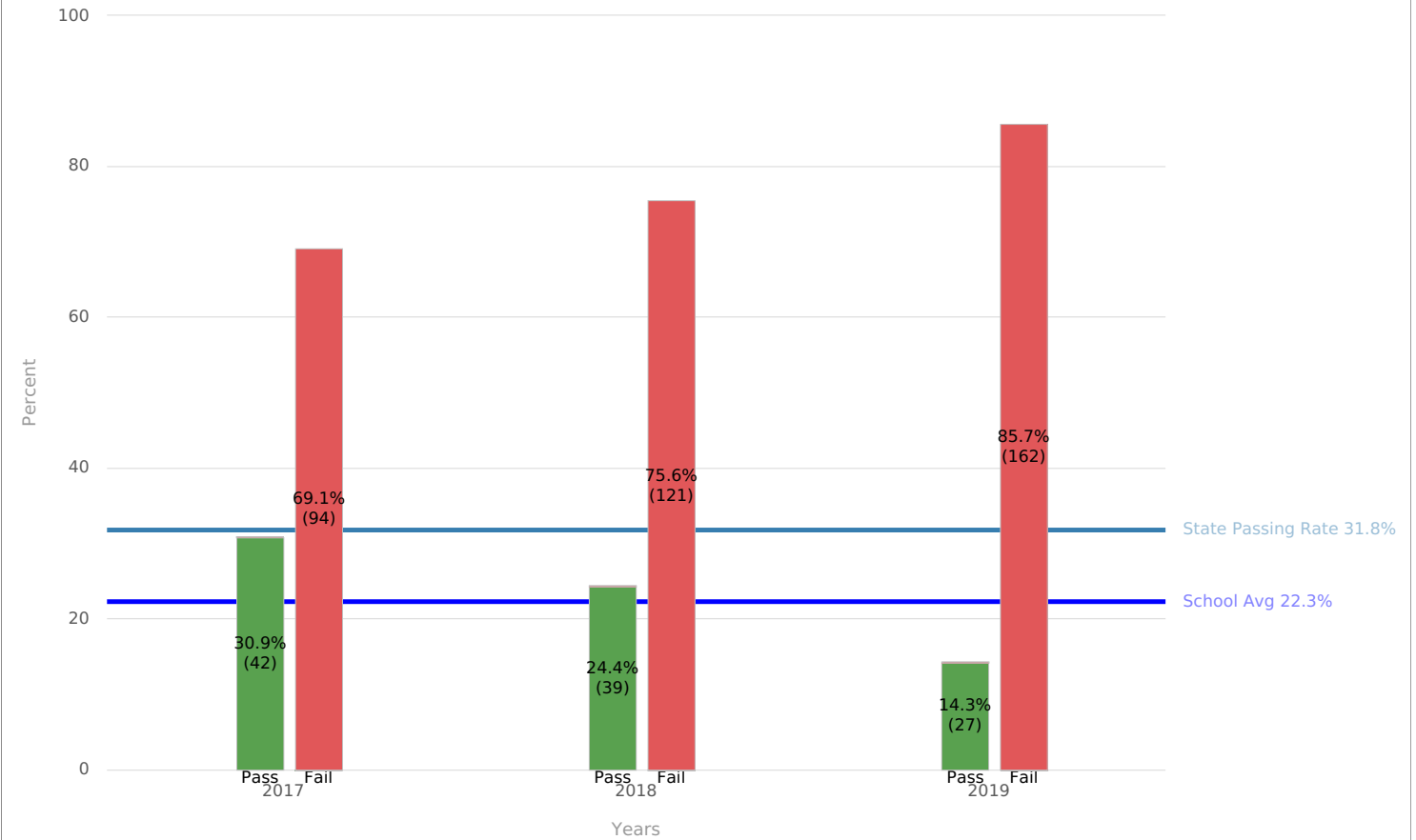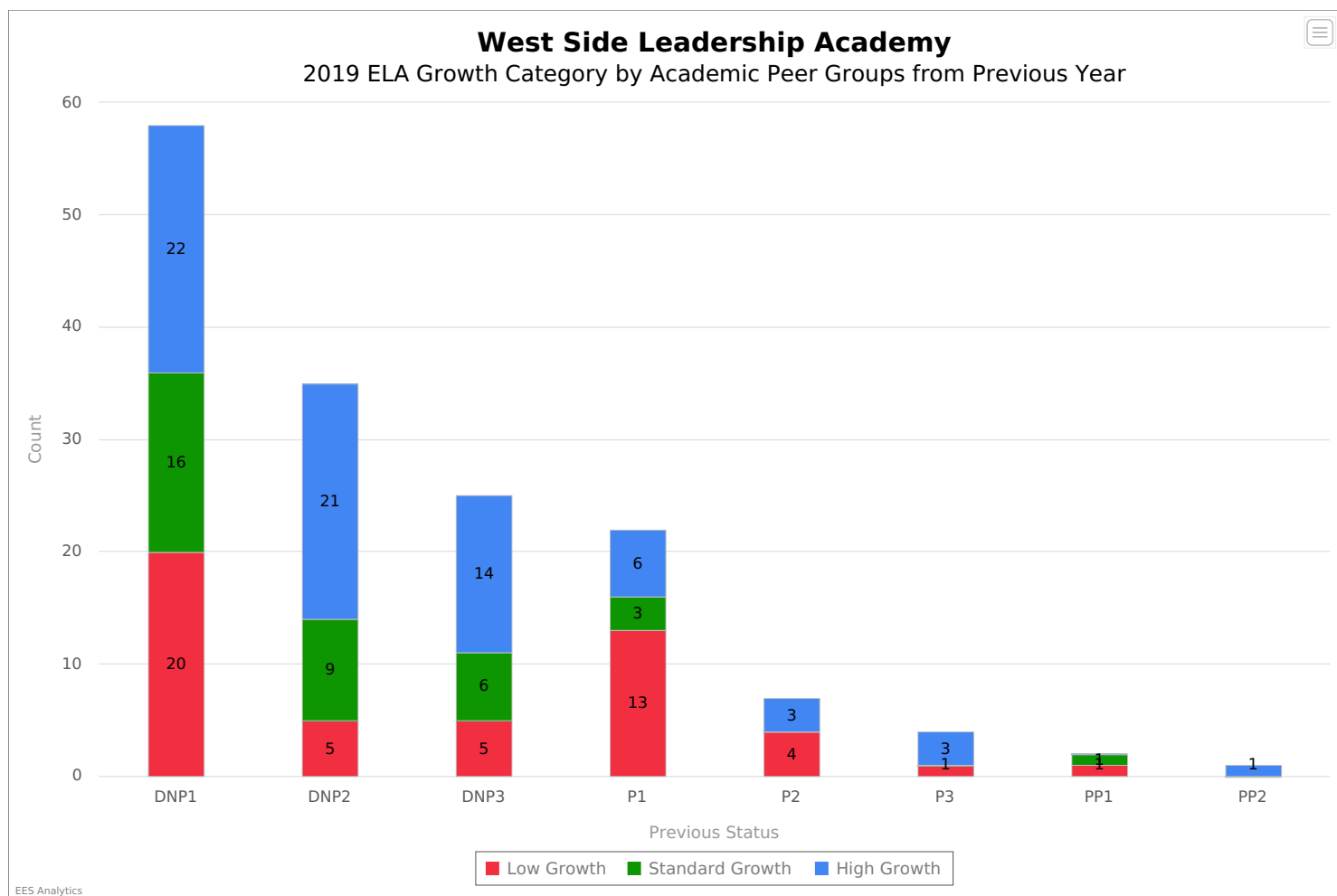
Difference between school and

State Average

-9.5%

West Side Leadership Academy
2019 ELA Growth Category by Academic Peer Groups from Previous Year

There were 49 students in the low growth category, which accounts for 31.8%. More specifically, of the students who did not pass the previous year, 25.4% fell into the low growth category meaning they fell even further behind their peers by achieving less than one year of growth.
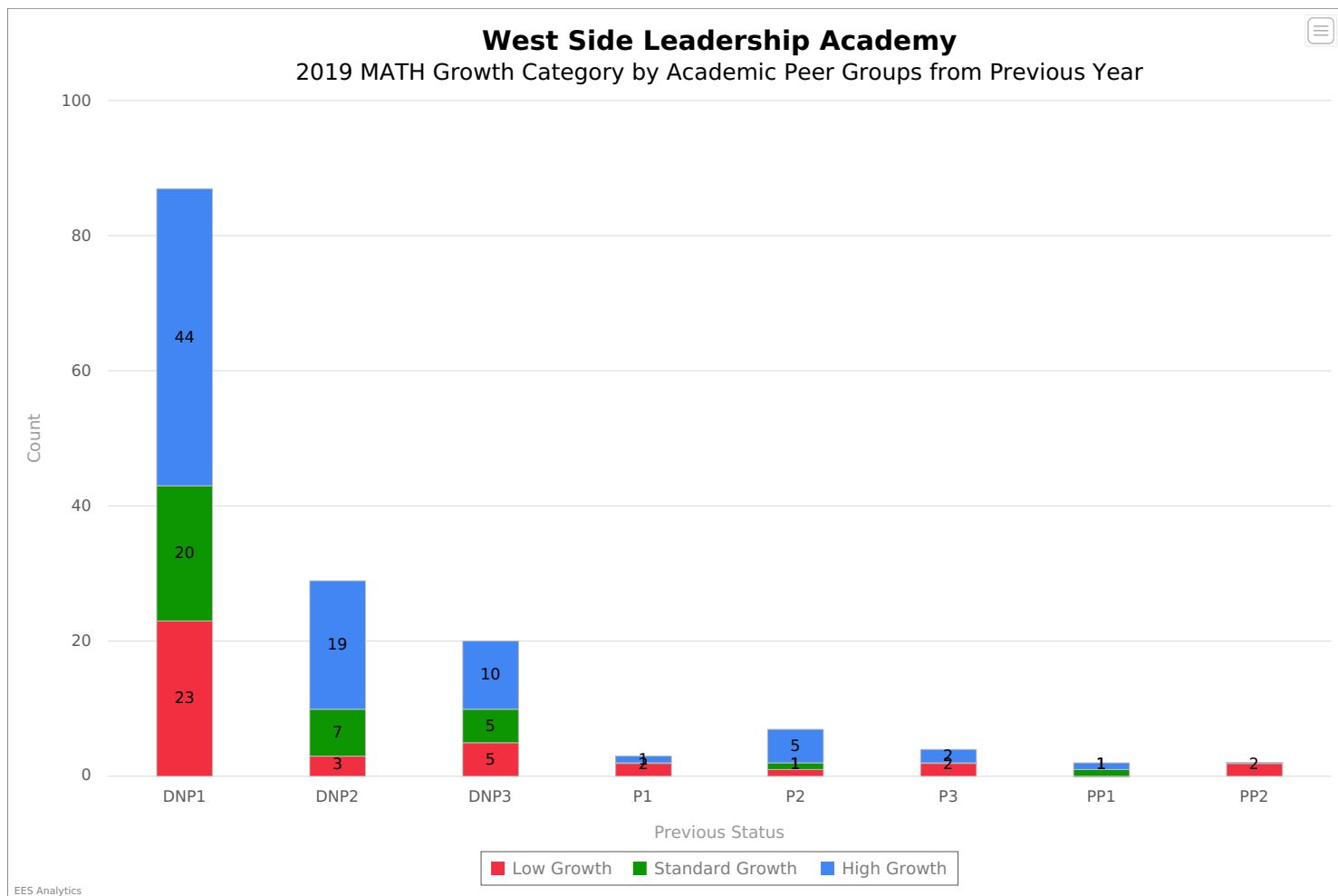
There were 35 students in the standard growth category, which accounts for 22.7%.

There were 70 students in the high growth category, which accounts for 45.5%. More specifically, of last year's students who did not pass, 48.3% attained the high growth meaning they gained ground on their peers and achieved more than one year's growth.

Those students nearest the cut scores (DNP3 and P1) had 38.3% in low growth and 42.6% in high growth. The net growth value (number of high growth students minus low growth students) was 16.

There were **30 students,** 19.5% of the total students, who received **0 points** on the growth accountability measure. Every student receiving a zero substantially impacts your growth calculation and demonstrates that these students are not progressing academically.

+ There were 57.1% of your highest performing students (P3, PP1, & PP2) that obtained high growth. This indicates these students have surpassed a year of growth.

West Side Leadership Academy

2019 MATH Growth Category by Academic Peer Groups from Previous Year

There were 38 students in the low growth category, which accounts for 24.7%. More specifically, of the students who did not pass the previous year, 22.8% fell into the low growth category meaning they fell even further behind their peers by achieving less than one year of growth.

There were 34 students in the standard growth category, which accounts for 22.1%.

There were 82 students in the high growth category, which accounts for 53.2%. More specifically, of last year's students who did not pass, 53.7% attained the high growth meaning they gained ground on their peers and achieved more than one year's growth.

Those students nearest the cut scores (DNP3 and P1) had 30.4% in low growth and 47.8% in high growth. The net growth value (number of high growth students minus low growth students) was 40.

There were **31 students,** 20.1% of the total students, who received **0 points** on the growth accountability measure. Every student receiving a zero substantially impacts your growth calculation and demonstrates that these students are not progressing academically.

+ The students furthest behind grade level proficiency (DNP1) had 50.6% in the high growth category. This indicates a high percentage of these students are making substantial progress towards catching up with their peers.
- There were 50.0% of your highest performing students (P3, PP1, & PP2) that fell in the low growth category. This indicates these students did not demonstrate at least a year of growth and may not be receiving the exposure to academic rigor and opportunities for enrichment needed to grow academically.
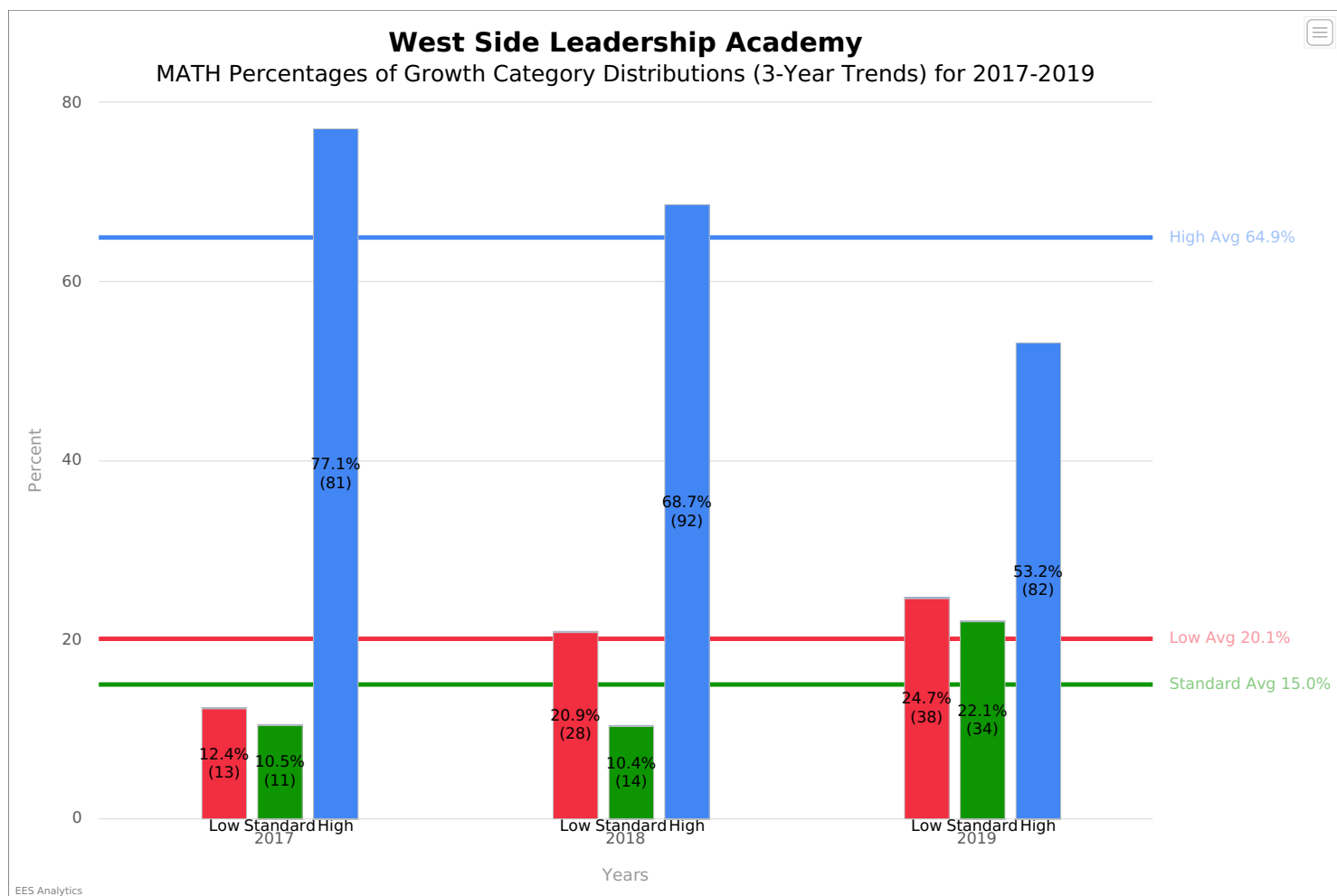
West Side Leadership Academy

ELA Percentages of Growth Category Distributions (3-Year Trends) for 2017-2019
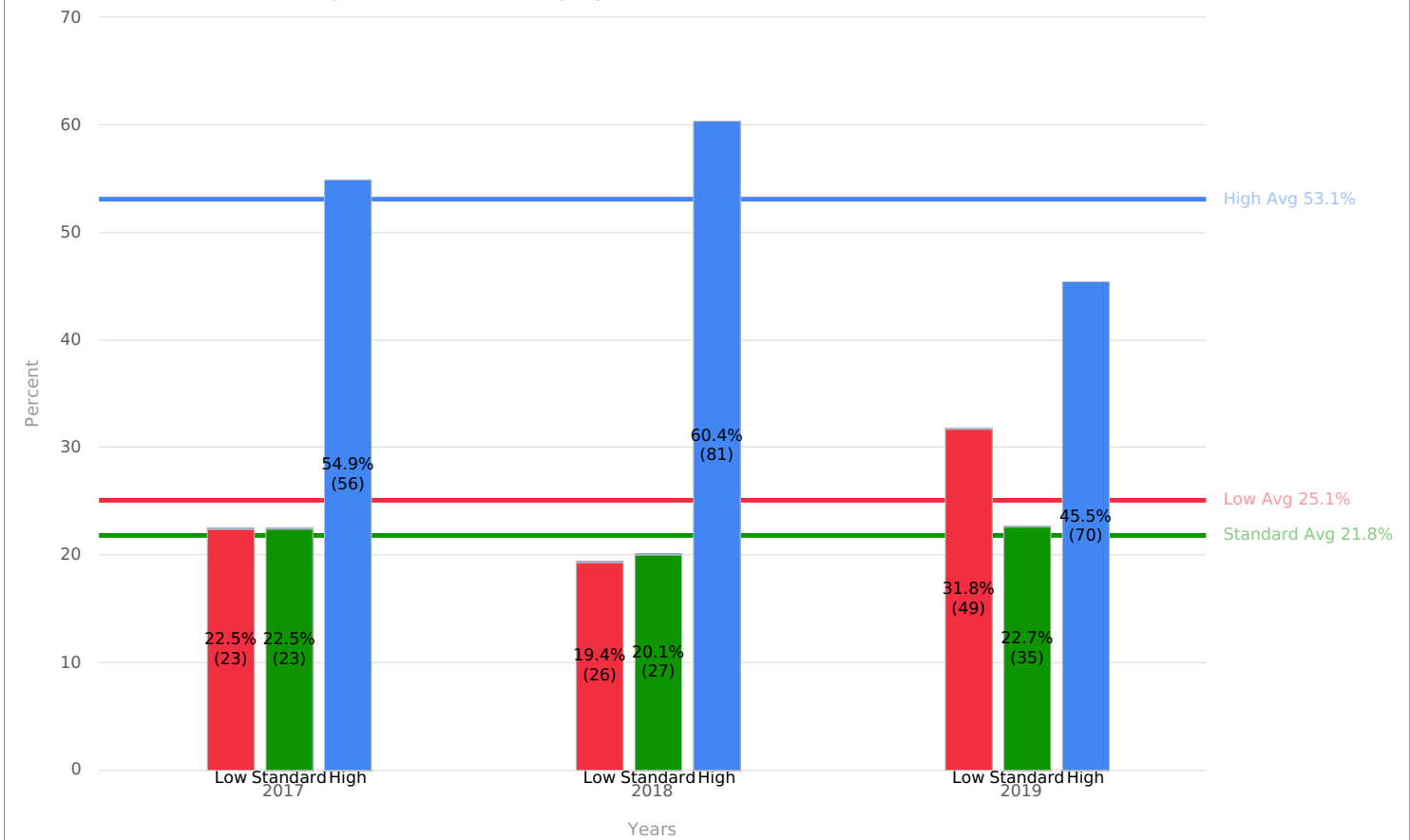
The average percentage of low growth students for the last 3 years has been 25.1%. In the last 2 years, the percentage of students in low growth has increased by 9.3 percentage points. The average percentage of standard growth students for the last 3 years has been 21.8%. The average percentage of high growth students for the last 3 years has been 53.1%. In the last 2 years, the percentage of students in high growth has decreased by 9.4 percentage points.

+ An even distribution between the three growth categories would result in 33.3% of students falling in the high growth category. However, you have 45.5% of students demonstrating high growth on the most recent year (12.2% higher than an even distribution), meaning a high percentage of students surpassed one year of growth.

West Side Leadership Academy
MATH Percentages of Growth Category Distributions (3-Year Trends) for 2017-2019

High Avg 64.9%

Low Avg 20.1%

Standard Avg 15.0%

Percent

2017: Low 12.4% (13), Standard 10.5% (11), High 77.1% (81)

2018: Low 20.9% (28), Standard 10.4% (14), High 68.7% (92)

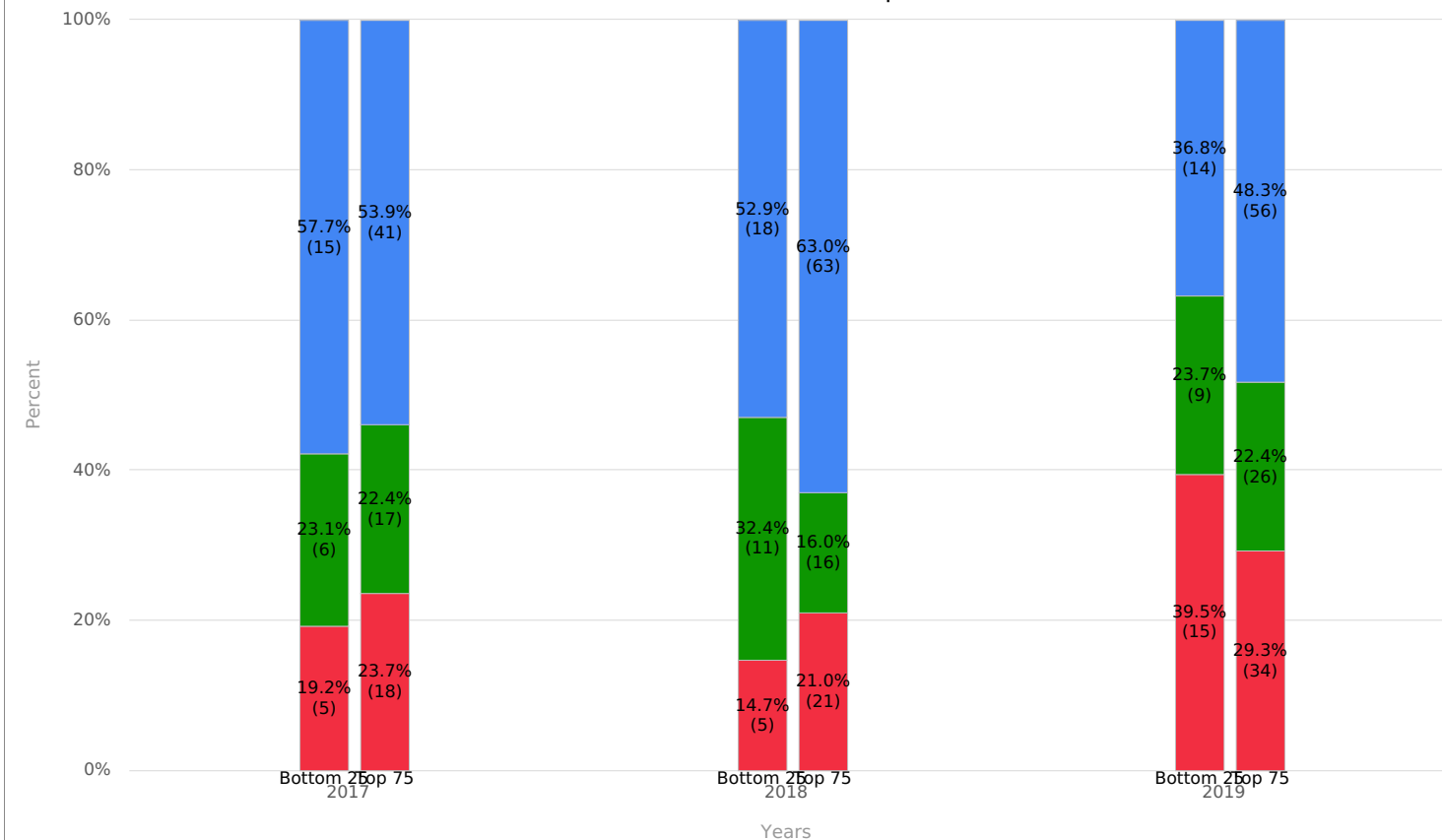2019: Low 24.7% (38), Standard 22.1% (34), High 53.2% (82)

Years

EES Analytics

The average percentage of low growth students for the last 3 years has been 20.1%. In the last 2 years, the percentage of students in low growth has increased by 12.3 percentage points. The average percentage of standard growth students for the last 3 years has been 15.0%. The average percentage of high growth students for the last 3 years has been 64.9%. In the last 2 years, the percentage of students in high growth has decreased by 23.9 percentage points.

+ An even distribution between the three growth categories would result in 33.3% of students falling in the high growth category. However, you have 53.2% of students demonstrating high growth on the most recent year (19.9% higher than an even distribution), meaning a high percentage of students surpassed one year of growth.

61

West Side Leadership Academy
ELA Percentages of Growth Category Distributions (3-Year Trends) for 2017-2019 for Bottom 25% and Top 75% Student Groups

The average percentage of low growth students for the last 3 years has been 25.5% for students in the bottom 25% group. In the last 2 years, the percentage of students in low growth has increased by 20.2 percentage points for the bottom 25% group. The average percentage of standard growth students for the last 3 years has been 26.5% in the bottom 25% student group. The average percentage of high growth students for the last 3 years has been 48.0% for students in the bottom 25% group. In the last 2 years, the percentage of students in high growth has decreased by 20.9 percentage points for the bottom 25%.

The average percentage of low growth students for the last 3 years has been 25.0% for students in the top 75% group. In the last 2 years, the percentage of students in low growth has increased by 5.6 percentage points for the top 75% group. The average percentage of standard growth students for the last 3 years has been 20.2% in the top 75% student group. The average percentage of high growth students for the last 3 years has been 54.8% for students in the top 75% group. In the last 2 years, the percentage of students in high growth has decreased by 5.7 percentage points for the top 75%.

+ An even distribution between the three growth categories would result in 33.3% of students falling in the high growth category. However, you have 48.3% of the top 75% students in high growth on the most recent year (15.0% higher than an even distribution), which indicates a high percentage of these students surpassed one year of growth and are making progress towards grade level status.

62

West Side Leadership Academy
MATH Percentages of Growth Category Distributions (3-Year Trends) for 2017-2019 for Bottom 25% and Top 75% Student Groups
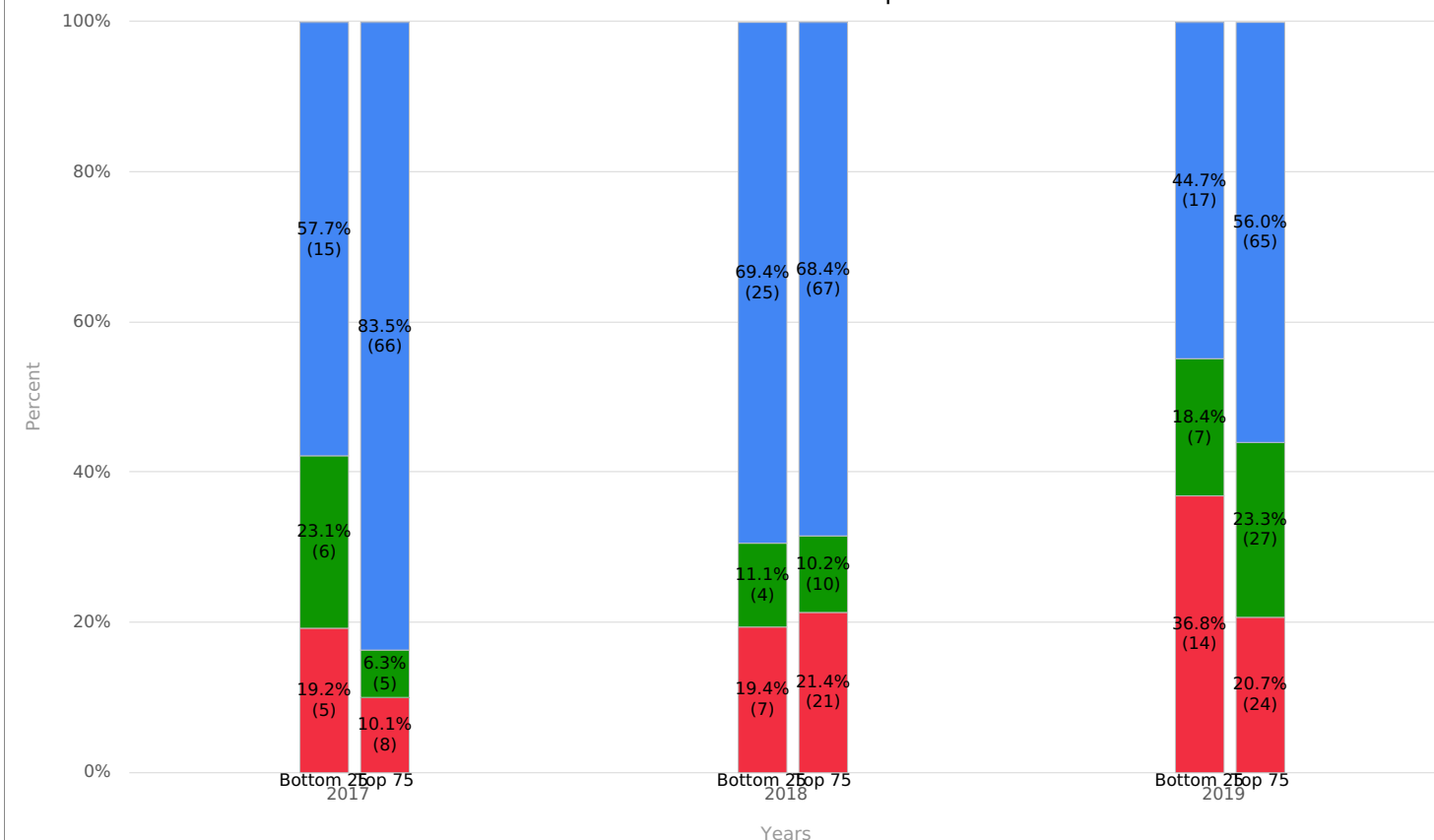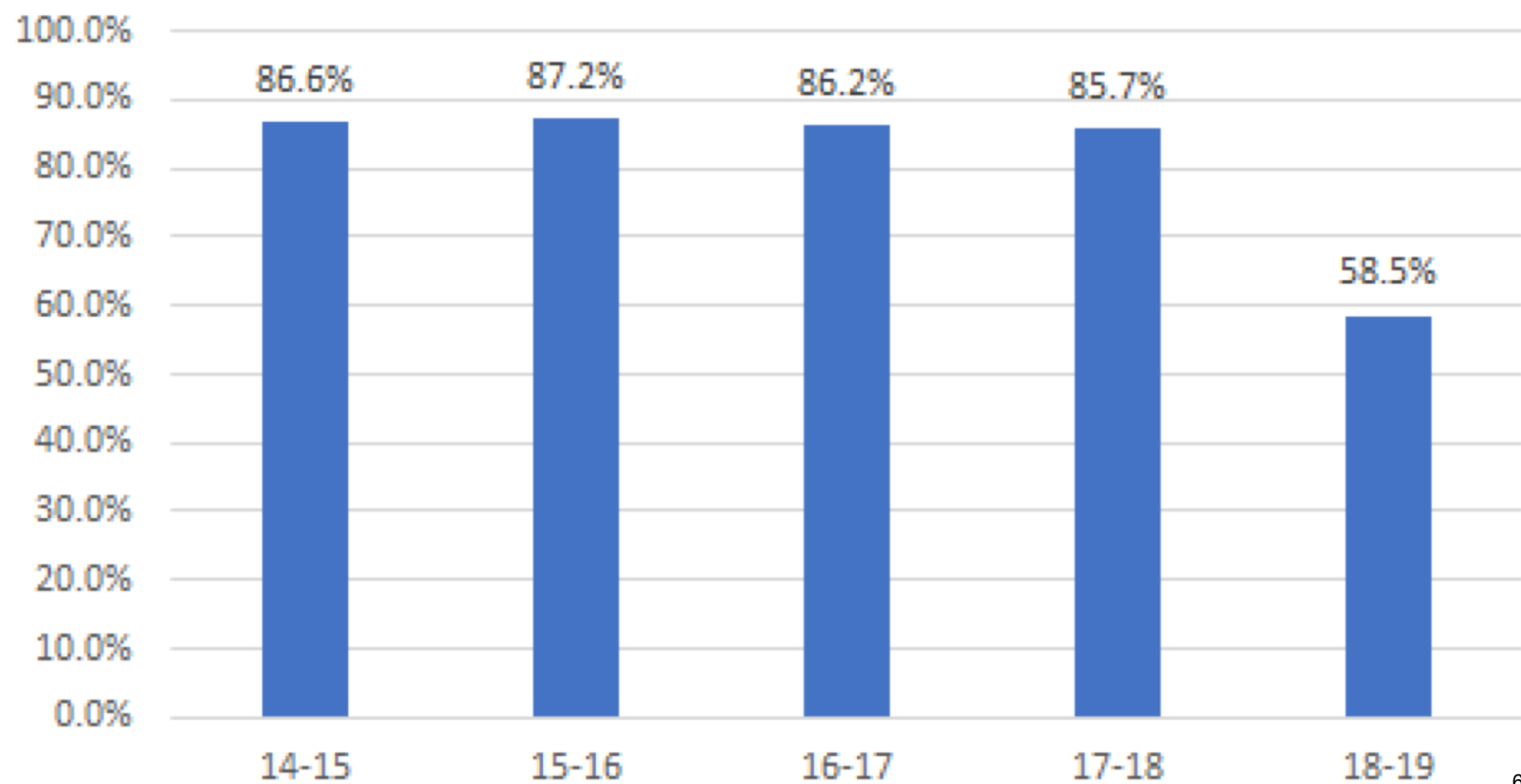
The average percentage of low growth students for the last 3 years has been 26.0% for students in the bottom 25% group. In the last 2 years, the percentage of students in low growth has increased by 17.6 percentage points for the bottom 25% group. The average percentage of standard growth students for the last 3 years has been 17.0% in the bottom 25% student group. The average percentage of high growth students for the last 3 years has been 57.0% for students in the bottom 25% group. In the last 2 years, the percentage of students in high growth has decreased by 13.0 percentage points for the bottom 25%.

The average percentage of low growth students for the last 3 years has been 18.1% for students in the top 75% group. In the last 2 years, the percentage of students in low growth has increased by 10.6 percentage points for the top 75% group. The average percentage of standard growth students for the last 3 years has been 14.3% in the top 75% student group. The average percentage of high growth students for the last 3 years has been 67.6% for students in the top 75% group. In the last 2 years, the percentage of students in high growth has decreased by 27.5 percentage points for the top 75%.

+ An even distribution between the three growth categories would result in 33.3% of students falling in the high growth category. However, you have 44.7% of the bottom 25% students in high growth on the most recent year (11.4% higher than an even distribution), which indicates a high percentage of these students surpassed one year of growth and are making progress towards grade level status.
+ An even distribution between the three growth categories would result in 33.3% of students falling in the high growth category. However, you have 56.0% of the top 75% students in high growth on the most recent year (22.7% higher than an even distribution), which indicates a high percentage of these students surpassed one year of growth and are making progress towards grade level status.

Grad Rate
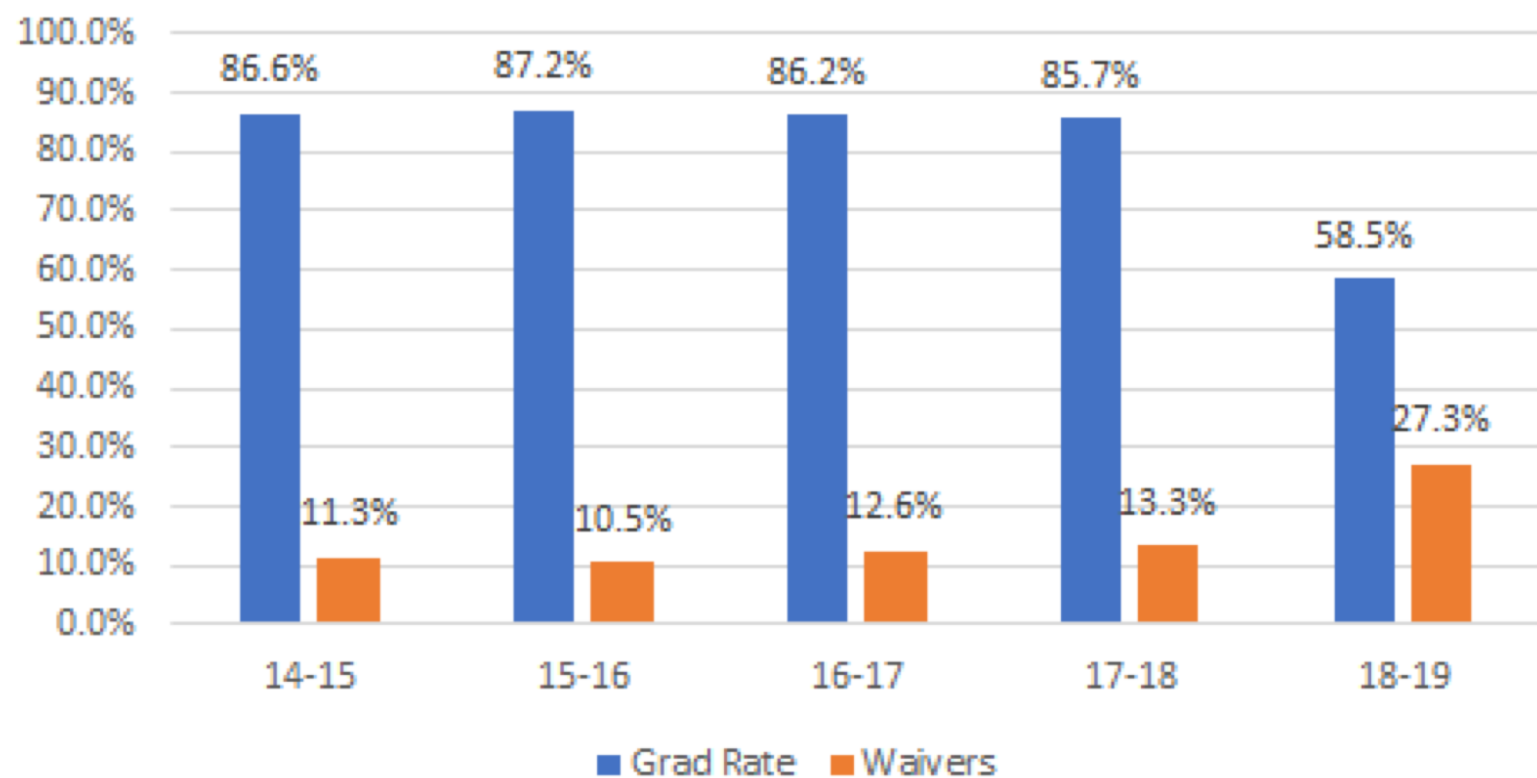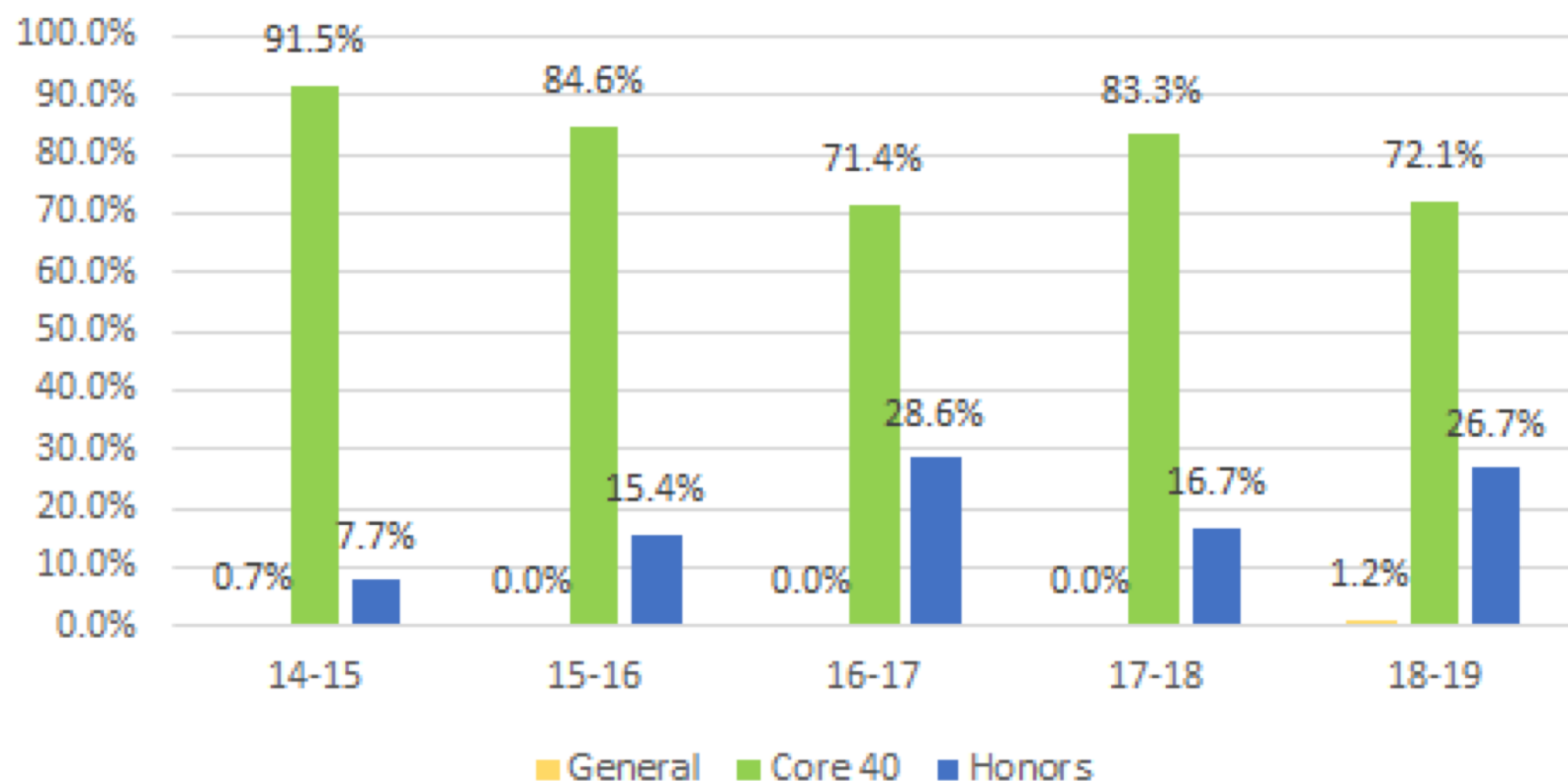
Year	Rate
14-15	86.6%
15-16	87.2%
16-17	86.2%
17-18	85.7%
18-19	58.5%

64

Grad Rate/Waiver %

	14-15	15-16	16-17	17-18	18-19
Grad Rate	86.6%	87.2%	86.2%	85.7%	58.5%
Waivers	11.3%	10.5%	12.6%	13.3%	27.3%

DIPLOMA TYPE TRENDS

	14-15	15-16	16-17	17-18	18-19
General	0.7%	0.0%	0.0%	0.0%	1.2%
Core 40	91.5%	84.6%	71.4%	83.3%	72.1%
Honors	7.7%	15.4%	28.6%	16.7%	26.7%

West Side Leadership Academy
ELA Proficiency and Growth for 2019 (SPED)

Low Growth
16 (51.6%)

High Growth
4 (100.0%)

Pass
4 (11.4%)

35 Students

Fail
31 (88.6%)

High Growth
6 (19.4%)

Standard Growth
9 (29.0%)
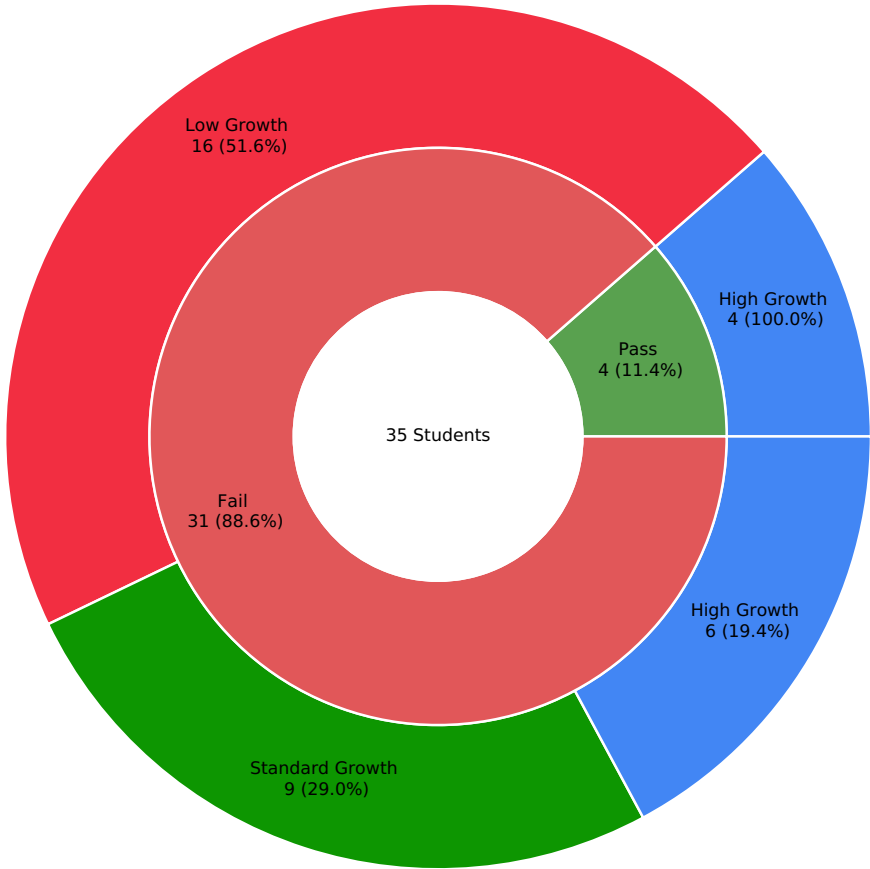
EES Analytics

Of the 35 students, there were 11.4% who passed and 88.6% who did not pass. Of the students who passed, there were 100.0% demonstrated high growth, 0.0% demonstrated standard growth, and 0.0% demonstrated low growth. For the students who did not pass, there were 19.4% demonstrated high growth, 29.0% demonstrated standard growth, and 51.6% demonstrated low growth.

+ A high percentage of the students who passed were in the high growth category with 100.0%, this indicates that these students had more than one-year growth when compared to their academic peers.

- A high percentage of the students who did not pass were in the low growth category with 51.6%, this indicates that these students had less than one-year growth when compared to their academic peers.

West Side Leadership Academy
MATH Proficiency and Growth for 2019 (SPED)

Low Growth
18 (50.0%)

Fail
36 (100.0%)

36 Students

Standard Growth
6 (16.7%)

High Growth
12 (33.3%)

EES Analytics

Of the 36 students, there were 0.0% who passed and 100.0% who did not pass. Of the students who passed, there were 0.0% demonstrated high growth, 0.0% demonstrated standard growth, and 0.0% demonstrated low growth. For the students who did not pass, there were 33.3% demonstrated high growth, 16.7% demonstrated standard growth, and 50.0% demonstrated low growth.

- A high percentage of the students who did not pass were in the low growth category with 50.0%, this indicates that these students had less than one-year growth when compared to their academic peers.
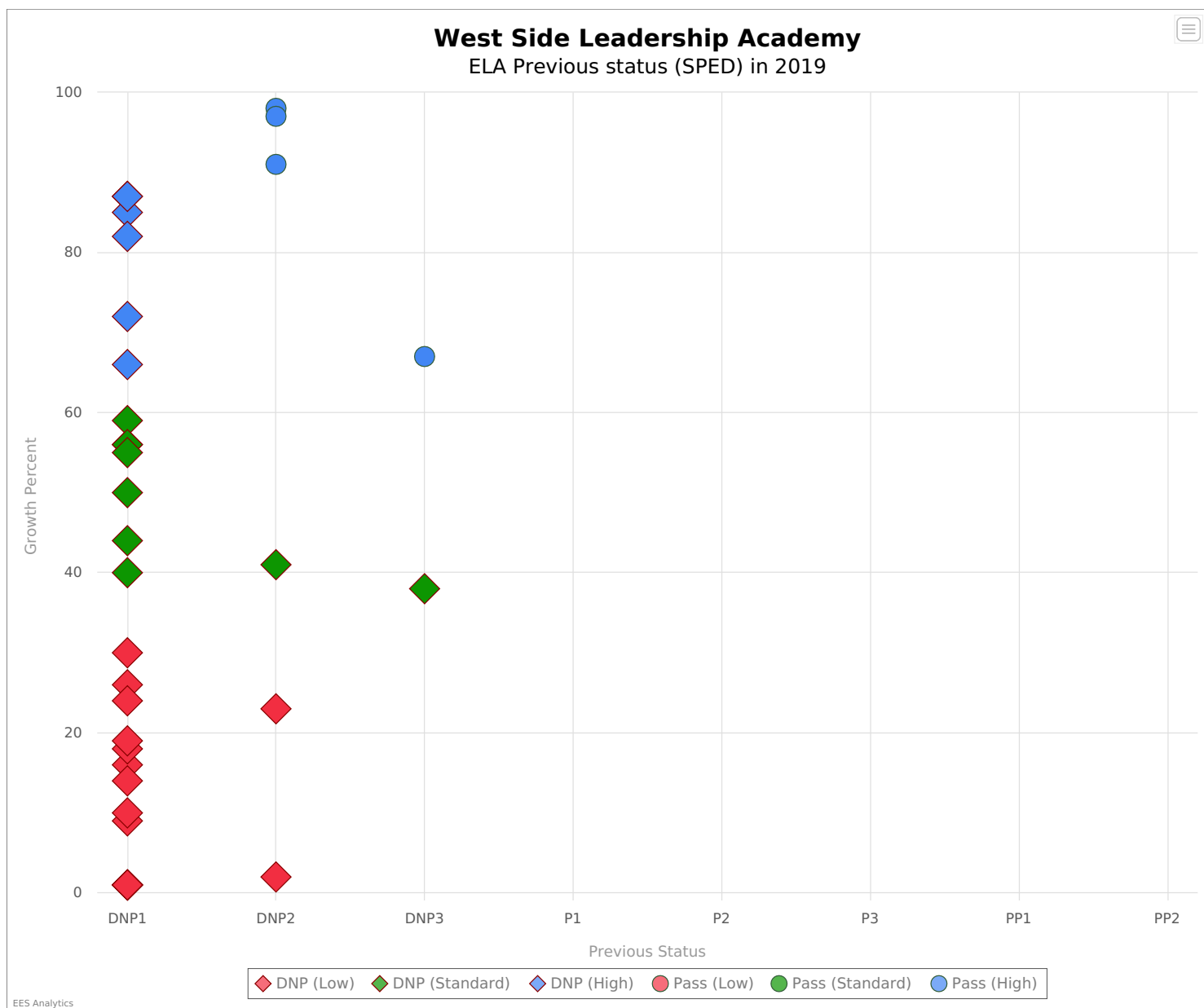
West Side Leadership Academy
ELA Previous status (SPED) in 2019

Legend: DNP (Low) | DNP (Standard) | DNP (High) | Pass (Low) | Pass (Standard) | Pass (High)

EES Analytics

There were 16 students in the low growth category, which accounts for 45.7%. More specifically, of the students who did not pass the previous year, 45.7% fell into the low growth category meaning they fell even further behind their peers by achieving less than one year of growth.

There were 9 students in the standard growth category, which accounts for 25.7%.

There were 10 students in the high growth category, which accounts for 28.6%. More specifically, of last year's students who did not pass, 28.6% attained the high growth meaning they gained ground on their peers and achieved more than one year's growth.

Those students nearest the cut scores (DNP3 and P1) had 0.0% in low growth and 50.0% in high growth. The net growth value (number of high growth students minus low growth students) was -5.

There were **16 students,** 45.7% of the total students, who received **0 points** on the growth accountability measure. Every student receiving a zero substantially impacts your growth calculation and demonstrates that these students are not progressing academically.

- The students furthest behind grade level proficiency (DNP1) only had 22.2% in the high growth category. This indicates not enough students in this category are surpassing a year of growth, which would be needed if they are going to catch their peers.

West Side Leadership Academy
MATH Previous status (SPED) in 2019

Legend: DNP (Low) · DNP (Standard) · DNP (High) · Pass (Low) · Pass (Standard) · Pass (High)

EES Analytics

There were 18 students in the low growth category, which accounts for 50.0%. More specifically, of the students who did not pass the previous year, 50.0% fell into the low growth category meaning they fell even further behind their peers by achieving less than one year of growth.
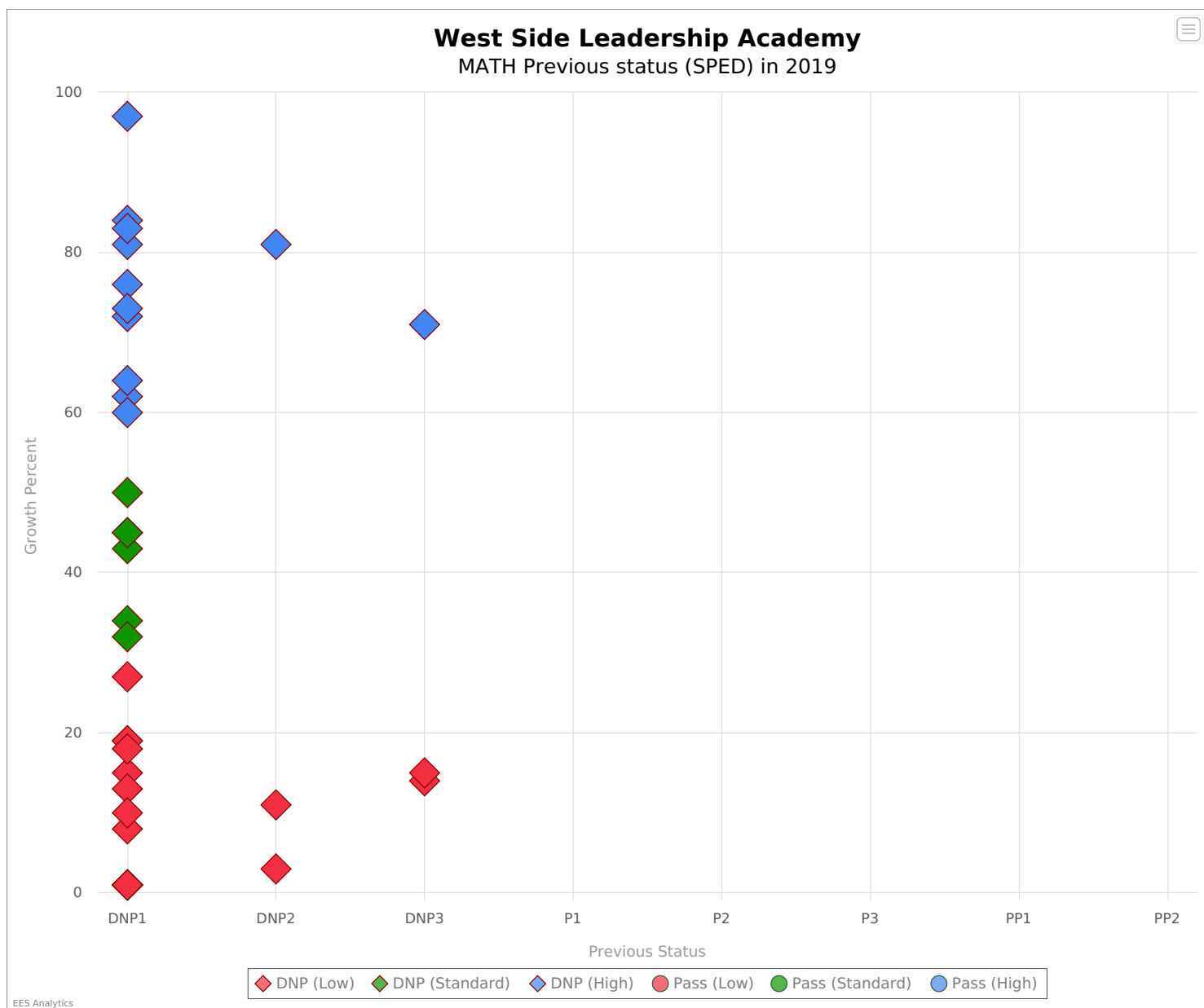
There were 6 students in the standard growth category, which accounts for 16.7%.

There were 12 students in the high growth category, which accounts for 33.3%. More specifically, of last year's students who did not pass, 33.3% attained the high growth meaning they gained ground on their peers and achieved more than one year's growth.

Those students nearest the cut scores (DNP3 and P1) had 66.7% in low growth and 33.3% in high growth. The net growth value (number of high growth students minus low growth students) was -10.

There were **18 students,** 50.0% of the total students, who received **0 points** on the growth accountability measure. Every student receiving a zero substantially impacts your growth calculation and demonstrates that these students are not progressing academically.

West Side Leadership Academy
MATH & ELA Proficiency Comparisons (2-Year Trends) for 2018 & 2019 (SPED)

On average, 0.0% of students have passed the Math test for the last 2 years. In the last 1 years, Math has had a 0.0 percentage points change. On average, 12.4% of students have passed the ELA test for the last 2 years. In the last 1 years, ELA has had a -0.3 percentage points change. Students have achieved higher pass rates in ELA than Math by 12.4% on average over the past three years.

71

West Side Leadership Academy

MATH & ELA Growth Comparisons (2-Year Trends) for 2018 & 2019 (SPED)

On average, 39.4% of students have demonstrated low growth on the MATH test over the last 2 years. On average, 43.9% of students have demonstrated high growth on the MATH test over the last 2 years. Over the last 1 years, the percentage of students in low growth for MATH has increased by 23.3. Over the last 1 years, the percentage of students in high growth for MATH has decreased by 23.3.

On average, 37.5% of students have demonstrated low growth on the ELA test over the last 2 years. On average, 29.7% of students have demonstrated high growth on the ELA test over the last 2 years. Over the last 1 years, the percentage of students in low growth for ELA has increased by 18.1. Over the last 1 years, the percentage of students in high growth for ELA has decreased by 2.5.

West Side Leadership Academy

2019 ELA Proficiency by Academic Peer Groups from Previous Year (SPED)

EES Analytics

Of the 0 students who passed the previous year, there were 0 students (0.0%) who did not pass this year.

Of the 35 students who did not pass the previous year, there were 4 students (11.4%) who did pass this year. The net proficiency value (number of students gained minus students lost) was 4. Students who were just above or below the cut line from last year (DNP3 and P1) had a pass rate of 50.0% this year. The year before the pass rate for these students was 0.0%.

+ Students who just missed passing last year (DNP3 category) had 50.0% of the students pass this year. Such a high percentage should be commended for this group.
+ There were 3 students who made substantial progress by jumping from the bottom two academic peer group levels the previous year to passing this year.
+ There was 50.0% of the students in the DNP3 category from last year that passed on this year's test.
- It should be noted that a large portion of the student population (94.3%) is in the DNP1 or DNP2 academic peer groups, indicating many students started well below grade level.

West Side Leadership Academy
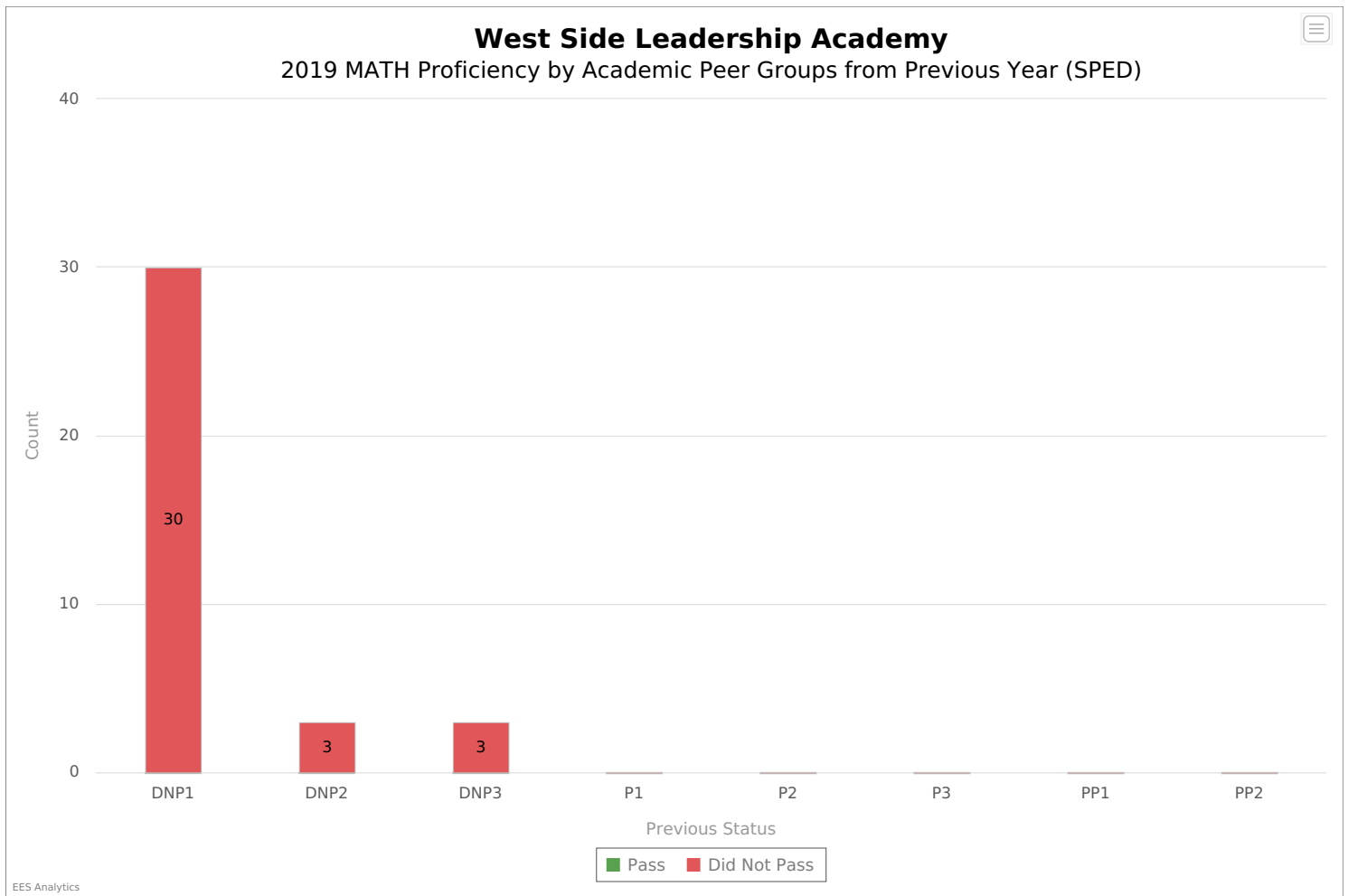## 2019 MATH Proficiency by Academic Peer Groups from Previous Year (SPED)

Of the 0 students who passed the previous year, there were 0 students (0.0%) who did not pass this year.

Of the 36 students who did not pass the previous year, there were 0 students (0.0%) who did pass this year. The net proficiency value (number of students gained minus students lost) was 0. Students who were just above or below the cut line from last year (DNP3 and P1) had a pass rate of 0.0% this year. The year before the pass rate for these students was 0.0%.
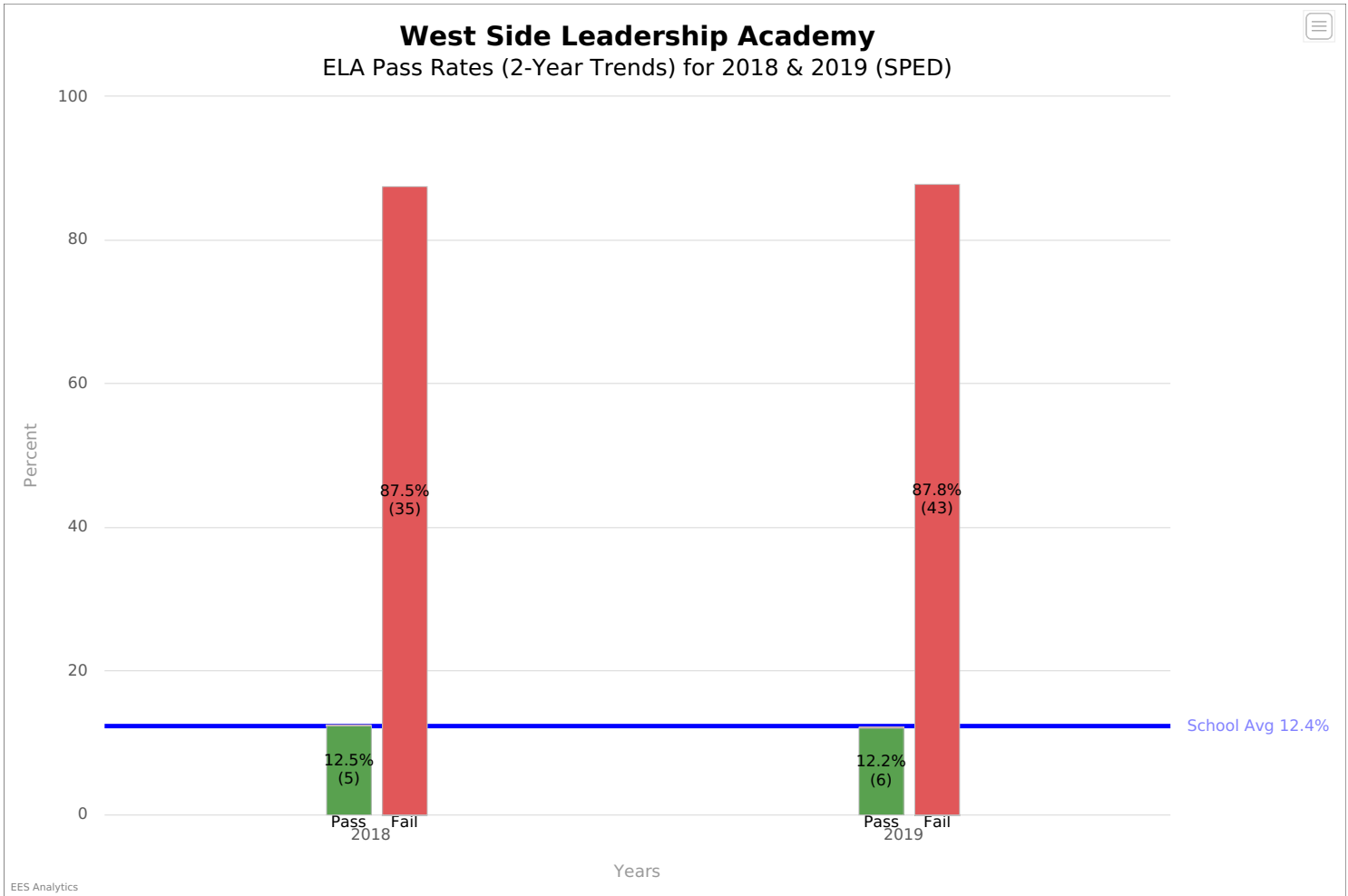
- It should be noted that a large portion of the student population (91.7%) is in the DNP1 or DNP2 academic peer groups, indicating many students started well below grade level.

West Side Leadership Academy
ELA Pass Rates (2-Year Trends) for 2018 & 2019 (SPED)

EES Analytics

This indicates a pass rate change of -0.3 percentage points over the last year. To make significant progress in closing the achievement gap in the next five years (decreasing the number of students not passing by half within five years), you would need a 43.9% increase from your current passing rate. That is an annual increase of 8.8%.

Difference between school and

State Average

-41.6%

West Side Leadership Academy
MATH Pass Rates (2-Year Trends) for 2018 & 2019 (SPED)
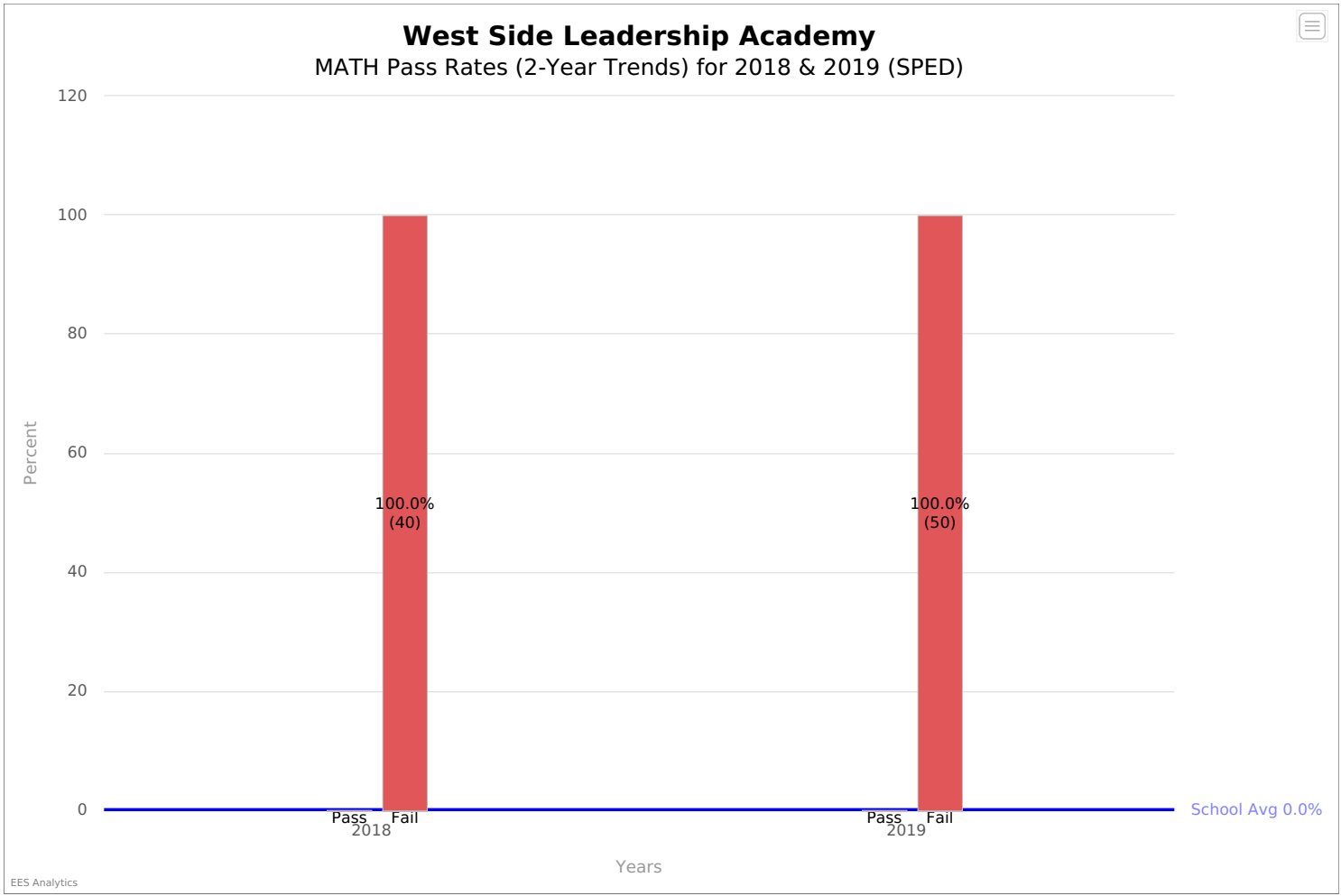

This indicates a pass rate change of 0.0 percentage points over the last year. To make significant progress in closing the achievement gap in the next five years (decreasing the number of students not passing by half within five years), you would need a 50.0% increase from your current passing rate. That is an annual increase of 10.0%.

Difference between school and

State Average

-31.8%

West Side Leadership Academy
2019 ELA Growth Category by Academic Peer Groups from Previous Year (SPED)

EES Analytics

There were 16 students in the low growth category, which accounts for 45.7%. More specifically, of the students who did not pass the previous year, 45.7% fell into the low growth category meaning they fell even further behind their peers by achieving less than one year of growth.

There were 9 students in the standard growth category, which accounts for 25.7%.

There were 10 students in the high growth category, which accounts for 28.6%. More specifically, of last year's students who did not pass, 28.6% attained the high growth meaning they gained ground on their peers and achieved more than one year's growth.

Those students nearest the cut scores (DNP3 and P1) had 0.0% in low growth and 50.0% in high growth. The net growth value (number of high growth students minus low growth students) was -5.

There were **16 students,** 45.7% of the total students, who received **0 points** on the growth accountability measure. Every student receiving a zero substantially impacts your growth calculation and demonstrates that these students are not progressing academically.

- The students furthest behind grade level proficiency (DNP1) only had 22.2% in the high growth category. This indicates not enough students in this category are surpassing a year of growth, which would be needed if they are going to catch their peers.

West Side Leadership Academy
2019 MATH Growth Category by Academic Peer Groups from Previous Year (SPED)

There were 18 students in the low growth category, which accounts for 50.0%. More specifically, of the students who did not pass the previous year, 50.0% fell into the low growth category meaning they fell even further behind their peers by achieving less than one year of growth.

There were 6 students in the standard growth category, which accounts for 16.7%.

There were 12 students in the high growth category, which accounts for 33.3%. More specifically, of last year's students who did not pass, 33.3% attained the high growth meaning they gained ground on their peers and achieved more than one year's growth.

Those students nearest the cut scores (DNP3 and P1) had 66.7% in low growth and 33.3% in high growth. The net growth value (number of high growth students minus low growth students) was -10.

There were **18 students,** 50.0% of the total students, who received **0 points** on the growth accountability measure. Every student receiving a zero substantially impacts your growth calculation and demonstrates that these students are not progressing academically.

West Side Leadership Academy

ELA Percentages of Growth Category Distributions (2-Year Trends) for 2018 & 2019 (SPED)

The average percentage of low growth students for the last 2 years has been 37.5%. In the last year, the percentage of students in low growth has increased by 18.1 percentage points. The average percentage of standard growth students for the last 2 years has been 32.8%. The average percentage of high growth students for the last 2 years has been 29.7%. In the last year, the percentage of students in high growth has decreased by 2.5 percentage points.

- An even distribution between the three growth categories would result in 33.3% of students falling in the low growth category. However, you have 45.7% of students demonstrating low growth on the most recent year (12.4% higher than an even distribution) not meeting one year of growth.

West Side Leadership Academy
MATH Percentages of Growth Category Distributions (2-Year Trends) for 2018 & 2019 (SPED)
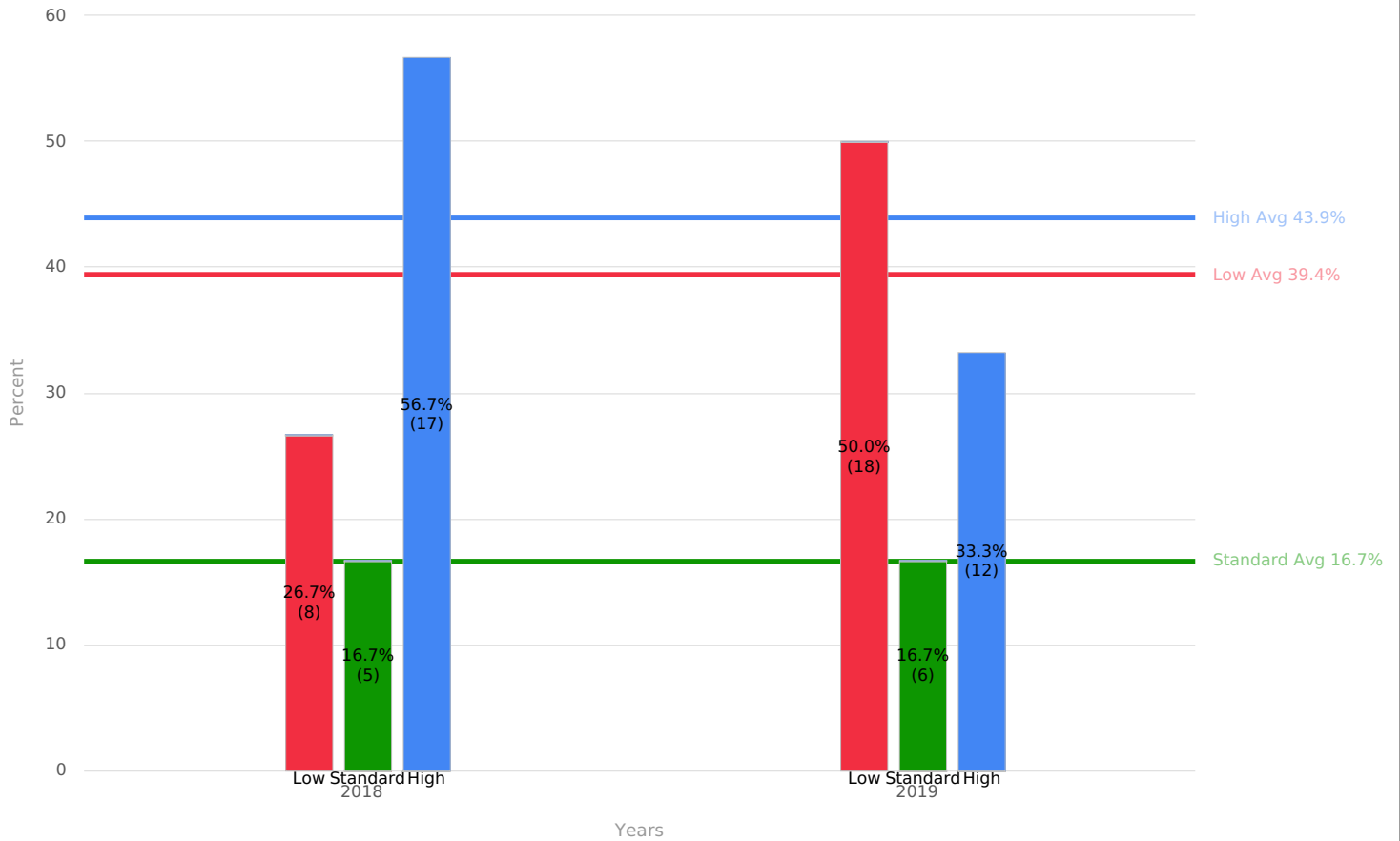
The average percentage of low growth students for the last 2 years has been 39.4%. In the last year, the percentage of students in low growth has increased by 23.3 percentage points. The average percentage of standard growth students for the last 2 years has been 16.7%. The average percentage of high growth students for the last 2 years has been 43.9%. In the last year, the percentage of students in high growth has decreased by 23.3 percentage points.

- An even distribution between the three growth categories would result in 33.3% of students falling in the low growth category. However, you have 50.0% of students demonstrating low growth on the most recent year (16.7% higher than an even distribution) not meeting one year of growth.

Appendix B: Vision of Excellence

Vision of Excellence

West Side Leadership Academy's purpose is to establish a climate and culture that inspires students to embrace scholarship and stewardship through supportive relationships and relevant experiences. By educating the whole child through a standards-aligned curriculum, engaging and rigorous instruction, and the development of functional social and emotional skills, students acquire the requisite capabilities conducive to attaining lofty aspirations and future success. Upon matriculation, students enter the global market place embracing possibility and adversity knowing that productive struggle results in progress, both individually and collectively.

Our staff aspires to cultivate resilient, lifelong learners who are armed with the necessary skills to contribute to the evolution of a more equitable and innovative society. Our students recognize that strength and motivation reside within and that respect for oneself, peers, and community are integral for the welfare of all. Instruction to provide insight and bolster social competency, emotional regulation, and higher-order cognition is grounded in research and applied with fidelity. Students are provided with the safety needed to take risks and fail forward, supported in their acquisition of new knowledge and mindsets, and are provided opportunities to highlight their strengths and shine as leaders. These intentional learning experiences generate a love of learning, a yearning for continual growth, and a desire to contribute to the world around them.

The educators and staff at West Side Leadership Academy establish ourselves as allies in education. We approach students with compassion and recognize relationships are the foundation of what we do. It is essential for students to feel accepted, understood, and heard as collaborators in their education. A holistic approach that fosters all facets of development is incorporated with the recognition that practice and patience create a culture conducive to change. Furthermore, we commit to curating highly effective, relevant curriculum and instruction reflective of students' interests and needs. Opportunities for students to exercise choice, develop individual, aspirational learning targets, and receive constructive feedback are woven into the collaborative approach to learning. Data is analyzed routinely and systematically to provide individualized instruction and identify the need for remediation.

West Side Leadership Academy acknowledges the exigent need for collaborative partnerships with organizations, businesses, and leaders in the community. These partnerships provide us with invaluable insight regarding the dispositions and competencies most sought after by employers, in addition to vital career readiness experiences through mentoring, apprenticeships, and internships necessary to meet the requirements for the graduation pathways. These interactive platforms facilitate the development of career readiness skills and prosocial competencies necessary for prosperity and longevity in the workplace.

Schoolwide programs and initiatives bolster our efforts to nurture the development of the whole child. At West Side Leadership Academy, we recognize that while knowledge is an integral component of any educational program and essential for future success, additional skills for which explicit instruction has not been provided are necessary for our students to successfully pursue their post-secondary goals. The ability to communicate effectively, work collaboratively, and think critically and innovatively are essential for today's fast-paced, technological, global workplace. In order to adequately prepare students, explicit instruction to develop effective communication abilities, adaptive social skills, emotional regulation, and critical thinking must be provided.

Upon our students' departure from West Side Leadership Academy, we aspire for them to seek greatness and pursue excellence. Through intention, tenacity, and partnership, our goal is for every student to embrace the future with confidence and determination as a result of the relationships built and experiences provided. Students pursue their post-secondary goals with the knowledge and abilities that position them for success regardless of the path they pursue.

Appendix D: Core Element Descriptions

Description of Core Element 1: Curriculum

1. Provide an overview of the school's curriculum, including, but not limited to:
   ● A description of the school's curriculum review and adoption process;
   ● A description of the school's curriculum for Tier I instruction as well as a brief rationale for using these curricular resources;
   ● A description of the school's curriculum academic interventions as well as a brief rationale for using these curricular resources; and
   ● A description of the culturally responsive curricular materials, if any, that the school is using to ensure all students' cultural differences are recognized and appreciated.

West Side Leadership Academy's students are afforded a variety of courses that have been approved by the Indiana Department of Education. The guidance department has devised a school curriculum guide identifying the graduation requirements for the student body and therefore able to place each student on a graduation pathway. Teachers at WSLA work in department teams to map out their respective curricula and lesson plans. In doing this we are able to ensure that all student's cultural differences are recognized and taken into consideration for them to graduate from WSLA. The Indiana Academic Standards compromise the curriculum, course outline and syllabi supplemented by the standards. Professional Learning Communities (PLCs) sessions are used to focus on instructional strategies to support the school improvement goals and to provide collaborative time to align curriculum and instruction to Indiana Standards in all areas. Credit Recovery is a course used to help aid in remediation for those students that are considered "off track". West Side Leadership works directly with the Gary Area Career Center. With this partnership students are able to apply to the Career Center as early as their Junior year to explore career and technical career education opportunities. Students that are accepted into the Career Center have the distinct opportunity to earn dual college credits and work-based learning in the field of Aviation Operation, Barbering, Cosmetology, Construction Trade, Criminal Justice, Culinary Arts, Early Childhood Education, EMS, Graphic Design, Health Science and Welding Technology.

Gap Analysis: Curriculum	
How will the school's curricular resources also help the school address its focus areas?	In what ways do the school's curricular resources *not* help the school address its focus areas?
For Focus Area 1: **PROFICIENCY & GROWTH**- WSLA teachers feel empowered to make choices that allow them to tailor curriculum to the students in their classroom. They feel this autonomy increases their effectiveness.	For Focus Area 1: **PROFICIENCY & GROWTH-** The lack of a guaranteed and viable curriculum makes providing rigorous, standards-based instruction difficult for teachers who are new to a grade level or content area.
For Focus Area 2: **GRADUATION-** Created graduation pathways help guide students and keep them on track to graduation.	For Focus Area 2: **GRADUATION-** minimal progress monitoring and irregular check-ins create gaps in student graduation.
For Focus Area 3: **SEL-**Newly adopted curriculum maps include SEL	For Focus Area 3: **SEL-** Curriculums need to be refined in order to ensure SEL are embedded regularly.

Description of Core Element 2: Instructional Program

1. What strategies will teachers and staff use to promote authentic versus compliant student engagement?
2. How will teachers and staff bridge cultural differences through effective communication?
3. What strategies will teachers and staff use to provide all students with opportunities to learn at all Depth of Knowledge levels?
4. What strategies will teachers and staff use to monitor and adjust instruction during individual lessons?
5. What strategies and systems will the school put in place to ensure teachers vary their instructional strategies?
6. How will teachers and staff vary their instructional strategies to accommodate diverse learning styles and language proficiency?

Improving instruction has been West Side's main priority over the last few years. Those efforts have included multiple professional developments, instituting instructional coaches for both ELA and Math, the adoption of curricula and resources to aid in instruction and providing individualized feedback to teachers utilizing our RISE system for evaluation. In addition, our weekly PLC's discuss best practices and strategies used in the classroom and the administrative team diligently completes weekly walkthroughs. WSLA teachers are encouraged to use a variety of strategies to promote authentic student engagement including technology integration, collaborative learning opportunities and project-based learning. Ongoing professional development on Depth of Knowledge and culturally responsive instruction has been a pressing matter for the teachers and staff at West Side as they continue to grow in the community as the sole High School in the district. Recent efforts have been put into place to ensure the training, mentoring and ongoing coaching of staff to be better equipped to serve the students.

Gap Analysis: Instruction Program

How will the school's plan for instruction also help the school address its focus areas?	In what ways does the school's plan for instruction *not* help the school address its focus areas?
For Focus Area 1: **PROFICIENCY & GROWTH-** Professional learning communities are established to provide time for teachers to collaborate on how to best implement the curriculum and how to align it with evidence-based instructional strategies.	For Focus Area 1: **PROFICIENCY & GROWTH-** Teachers noted that they lack a thorough understanding of the core curricular elements and how to integrate them into instruction, which prevents students from being able to internalize the purpose for learning.
For Focus Area 2: **GRADUATION-** WSLA offers a variety of alternative paths for students to reach graduation, including making up credits on Edmentum or learning in an alternative setting.	For Focus Area 2: **GRADUATION-** Since skills for each content area are not vertically articulated through each grade level, gaps are created in student learning, which creates challenges as students progress toward graduation.
For Focus Area 3:**SEL-** Visible thinking routines have been established throughout classrooms and the school.	For Focus Area 3:**SEL-** A high number of teacher subs don't create consistency amongst classrooms and the school.

Description of Core Element 3: Assessment

1. Provide an overview of the assessments that will be used in the school in addition to the statewide testing system, including, but not limited to:
- A description of the school's interim assessments, including the frequency with which they will be administered;
- A brief rationale for using these interim assessments;
- A description of how teachers and staff will be provided ongoing professional development to support their use of student data from these interim assessments to inform instruction;
- A description of the school's expectations for daily and/or weekly formative assessments (e.g., exit tickets); and
- A description of how teachers and staff will be provided ongoing professional development to support their use of daily and/or weekly formative assessments to inform instruction.

West Side Leadership Academy has been rendered a 8-Step school. Teachers therefore have full autonomy to create and facilitate their own interim assessments based on the provided curriculum. Formative Assessments commonly utilized include check for understandings, exit tickets, bellringers and teacher created quizzes and tests. Assessments are utilized to gather formative data that teachers analyze through PLC meetings to determine which standards need to be reviewed and retaught in order to prevent gaps in student learning. Additionally, during PLC meetings teachers are able to analyze ISTEP+ and ASVAB data. Teachers that need more support on how to effectively use formative assessments will receive additional training during PLC's or grade level meetings.These state assessments are administered once every school year in the Spring. Students take the test until they pass either test and their scores are included in their Graduation Pathways.

Gap Analysis: Assessment

How will the school's assessment plan also help the school address its focus areas?	In what ways does the school's assessment plan *not* help the school address its focus areas?
For Focus Area 1: **Proficiency & Growth-** Data analysis allows educators to determine who needs additional support to achieve academic growth. These supports can be in the form of a lab class or placement in credit recovery.	For Focus Area 1: **Proficiency & Growth -** Much of the data analyzed to determine how to support students academically is summative data, which does not allow for much opportunity to close gaps in student learning quickly as they occur during the school year.
For Focus Area 2: **Graduation-** Administrators and counselors are diligent about tracking student progress toward graduation so they provide all the necessary support a student needs in order to earn a diploma.	For Focus Area 2:**Graduation-** By providing professional development opportunities in disciplinary literacy and other cross- curricular instructional strategies, the whole building could support student progress toward graduation by strengthening their math and literacy skills.
For Focus Area 3:**SEL-** All students receive any additional support needed to take assessments.	For Focus Area 3:**SEL-** Data is currently not being tracked to determine improving attendees

Description of Core Element 4: Coordination of Technology Initiatives

1. How will the school coordinate its technology initiatives, in service of improving student academic outcomes?

Students at West Side Leadership in the 2020-2021 school year will provide every student a chromebook with hotspot embedded. This will allow students the chance to continue their education virtually with or without in-person instruction. Recently our campus has updated its WiFi to support technology integration in the classroom. We utilize PowerSchool as our Learning Management System. With PowerSchool students are able to collaborate, turn in assignments, receive feedback, track grades and communicate with teachers and staff. West Side understands that we live in an era of technology so the school takes pride in making sure that students have easy access to a vast range of technology resources such as scientific calculators, computer desktops, class iPads and each classroom having smartboards.

WSLA takes pride in making sure we embed effect and engaging instructional software as well. Incorporating online material in our curriculum so that students are able outside of the traditional manner. For the past few years the school has implemented PLATO, an online learning program to help students earn credits that may be credit deficit.

Gap Analysis: Coordination of Technology Initiatives

How will the school's technology plan also help the school address its focus areas?	In what ways does the school's technology plan *not* help the school address its focus areas?
For Focus Area 1: **Proficiency & Growth-** Being 1:1 means that in the instance of needing to miss school, students are able to access curricular content, assessments, and assignments remotely, which can prevent them from falling behind academically.	For Focus Area 1: **Proficiency & Growth-** Teachers recognize that devices are essential for providing authentic learning experiences for students, but also have difficulty cultivating genuine engagement with devices.
For Focus Area 2: **Graduation-** The Edmentum program supports students who lack sufficient credits to graduate in making up those credits.	For Focus Area 2: **Graduation-** There are some students that initially don't try in school simply to have credit recovery class.
For Focus Area 3: **SEL-** WSLA Online creates opportunities for students to continue learning when attending the physical building is not possible for them.	For Focus Area 3: **SEL-** Students will miss school intentionally just because they know the work is accessible via online.

Description of Core Element 5: Career Awareness and Development
1. Provide details on what career awareness activities are provided for students. 2. How is the school including the Indiana Employability Skill Standards into instructional practice?
Students will have the opportunities to participate in career fairs and meet with professionals in various areas. Students are encouraged to enroll in the area career center to explore career paths. West Side Leadership has partnered with the Gary Area Career Center. Students are eligible to enroll as early as their Junior Year. Our highly-qualified, industry-certified teaching staff provides each student with knowledge acquired from their years of work experiences in the industry. Programs offered… ➢ Automotive & Collision ➢ Barbering ➢ Cosmetology ➢ Health Science: Nursing ➢ Culinary ➢ Early Childhood ➢ Graphic Design ➢ Welding

Gap Analysis: Career Awareness and Development	
How will the school's career awareness and development efforts also help the school address its focus areas?	In what ways does the school's career awareness and development efforts *not* help the school address its focus areas?
For Focus Area 1: **Proficiency & Growth-** Students are able to pick electives that are tailored to their interest and further push their employability skills.	For Focus Area 1: **Proficiency & Growth-** There is no designed standards-based curriculum for electives.
For Focus Area 2:**Growth-** Engagement has increased in the school as students are aware that there is a direct correlation between academics and elective courses.	For Focus Area 2: **Growth-** Measuring student growth through data has been lapsed
For Focus Area 3: **SEL-** N/A	For Focus Area 3: **SEL-** N/A

Description of Core Element 6: Safe Learning Environment

1. How will the school maintain a safe and disciplined learning environment for students and teachers?
2. How will the school ensure clear expectations are communicated to students?
3. How will the school create an environment in which there is genuine respect for students and a belief in their capability?
4. How will the school utilize a multi-pronged approach including early intervention and positive behavior support to create a safe learning environment?

West Side Leadership maintains a safe and disciplined learning environment for scholars and teachers by executing a high-quality and practice-based professional development. During training teachers gain insight on how to effectively communicate clear and high expectations to scholars. Staff are informed on policies, protocols and procedures that are considered best practice for the specific students at West Side.

The administrative team seeks to build a supportive, responsive environment where staff members simultaneously feel pushed and supportive. The leadership team meets weekly and prioritizes looking at discipline data to identify key levers to improve school-wide culture. These action steps range from targeted teacher development, integrating a positive behavior system, specific scholar behavior skill support and more. Additionally, at WSLA the school is heavily policed by security guards who monitor the grounds and the hallways. By having outside support, the school hopes to show students and families how invested they are with the safety of the student body. The schools utilize a multi-pronged approach to a safe learning environment by…

- Utilize homeroom to identify students that are at-risk based on attendance
- Create tiered response to student expected behavior.
- Utilize restorative justice methods to create a proactive approach to student behavior.
- Create a Culture and Climate group that will track targeted area that are affecting school environment
- Celebrate the student meeting school expectations through student of the month award, cougar champions and semester awards.

Gap Analysis: Safe Learning Environment

How will the school's plan for fostering a safe learning environment also help the school address its focus areas?	In what ways does the school's plan for fostering a safe learning environment *not* help the school address its focus areas?
For Focus Area 1: **Proficiency & Growth-** WSLA teachers and administrators are proactive when it comes to addressing safety and behavior concerns so that the learning environment consistently feels safe for all students*.*	For Focus Area 1: **Proficiency & Growth-** At times teachers feel that consequences for various behaviors are inconsistent, which detracts from the learning environment.
For Focus Area 2: **Graduation-** When students and families feel that the school is a safe environment, students perform better academically.	For Focus Area 2: **Graduation-** N/A
For Focus Area 3: **SEL-**The culture created by PBIS and integrating other social-emotional learning strategies supports students in taking risks in the classroom and thus creating a safe learning environment,	For Focus Area 3: **SEL-**Inconsistent attendance and tardiness prevent students from fully engaging in taking part in the positive atmosphere of school.

Description of Core Element 7: Cultural Competency

1. Provide an overview of the school's cultural competency strategies, including, but not limited to:
- A description of the school's methods for improving the cultural competency of the school's teachers, administrators, staff, parents, and students;
- A description of how teachers and staff will learn about students' cultures;
- A description of how teachers and staff will utilize resources in the students' communities;
- A description of the school's methods for increasing educational opportunities and educational performance for each student subgroup; and
- A description of the areas in which additional professional development is necessary to increase cultural competency in the school's educational environment.

The administration at West Side Leadership understands the importance of cultural competency. Student buy-in thrives off of student-teacher relationships. To help push these efforts, the leadership at WSLA plans to embed cultural competency training and on-going coaching. This will allow teachers to form bonds with students that differ from them and create a safe and welcoming environment. Further professional learning in regards to cultural competency can support WSLA staff in delivering trauma informed instruction to ensure all students are supported as they progress towards their diploma.

To promote cultural diversity the school diligently hosts several community events, school plays, introduce music, as well as have classrooms integrate various projects and activities. In return through these shared practices teachers are open to learn about the various cultures that their students derive from.

Gap Analysis: Cultural Competency

How will the school's cultural competency plan also help the school address its focus areas?	In what ways does the school's cultural competency plan *not* help the school address its focus areas?
For Focus Area 1: **Proficiency & Growth-** Curriculum maps communicate high expectations for all students in regard to the depth and rigor of student learning	For Focus Area 1: **Proficiency & Growth-** The lack of culturally responsive materials within WSLA prevents students from fully identifying with the content they are provided. By striving to provide more diverse options in curricular resources, students could connect more deeply to their learning.
For Focus Area 2: **Graduation-** By strengthening the partnerships between families and the school, we could ensure we are meeting the needs of all students. This would support WSLA as we strive to successfully support each student in earning a diploma.	For Focus Area 2: **Graduation-** Communication barriers between the school and families prevent a genuine partnership between the two.
For Focus Area 3: **SEL-** Teachers have positive relationships with students which creates a culture of learning in which students are willing to take risks and readily seek help when they are struggling.	For Focus Area 3: **SEL-** Teachers have very little time to create space for students to have open dialogue and communicate freely.

Description of Core Element 8: Attendance

1. Provide an overview of how the school tracks attendance (tardy, excused, unexcused) for all students, including subgroups?
2. How will the school track chronic absenteeism and provide supports for students chronically absent?
3. Describe the system to ensure each student receives maximal instructional time as it relates to attendance practices.

West Side Leadership Academy utilizes Infinite Campus to track attendance on a regular basis. Teachers are primarily responsible for logging attendance and then following the attendance procedures to monitor individual student absences. The school's leadership team (Principal, AP and Dean) conduct truancy meetings and coordinate attendance contracts when absenteeism becomes aggressive. The Attendance Policy for West Side Leadership is as follows…

- Students attendance is monitored daily in class
- Homeroom teacher is responsible for calling home of frequent absent/tardy students
- Face Liaison calls home of students frequently late to school
- Tiered approach to addressing student attendance
    - 1- phone calls to home
    - 2-Attendance contract w/ Check-in and out form completed daily
    - 3- Refer for truancy

Students with excessive absences are in jeopardy of being removed from a class and retaking the class online. Recently the school has decided to revamp its attendance policy. Instituting an incentive-based policy to increase school attendance. This new policy and procedures will be heavily monitored by the dean and school counselor. Incentives a student can earn ranges from pizza for lunch to fun outings with staff.

Gap Analysis: Attendance

How will the school's attendance practices also help the school address its focus areas?	In what ways does the school's attendance practices *not* help the school address its focus areas?
For Focus Area 1: **Proficiency & Growth-** Teachers are required to take attendance in the first 10mins of class.	For Focus Area 1: **Proficiency & Growth-** Protocols for teachers on how they submit tardy's and frequent absences are followed properly and create gaps in communication.
For Focus Area 2: **Graduation-** Attendance trends are analyzed at least twice each grading period. Students with 10+ days are in jeopardy of being pulled from class.	For Focus Area 2: **Graduation-** Students who miss 10+ days of school are in failure of not passing a class, making them 'at risk' or 'off track'
For Focus Area 3: **SEL-** Students receive rewards and incentives for receiving perfect attendance each quarter.	For Focus Area 3: **SEL-** A disconnect exists with some students concerning the connection between attendance and academic achievement.

Description of Core Element 9: Parent and Family Engagement

1. How will the school work to maximize the engagement of family members in the school, including to improve student academic outcomes?
2. What strategies will the school use to increase family and community engagement, including family literacy programs?
3. What strategies will the school use to understand parents' hopes, concerns, and suggestions?
4. How will the school keep parents apprised of services offered by the school?
5. How will the school ensure its staff have the cross-cultural skills necessary for successful collaboration with family members?

At West Side Leadership Academy parents and families are an essential part to students learning. To help maximize engagement GMS has employed a Family and Community Engagement Coordinator that solely works to help families stay informed on what's going on with their students' education. WSLA hosts various school events to boost parent involvement These include... Back-to-school night, student-led parent conferences, report card pick up and Graduation Pathway Data Dives, Gary Career Center information night and some for family fun such asThanksgiving food give-away, Holiday Parties and Parent Volunteer Days.

Monthly newsletters are distributed to parents both electronically and physically. Newsletters share pertinent information with parents regarding things happening in the school, upcoming events and community resources that individual families may need. Additionally, the FACE coordinator is responsible for keeping a parent in touch log weekly to identify parent's hopes, concerns and suggestions. In keeping these logs and regular communications with families the FACE coordinator can better equip teachers and staff with specific details that could be impacting a students education both positively and negatively.

Gap Analysis: Parent and Family Engagement

How will the school's family engagement plan also help the school address its focus areas?	In what ways does the school's family engagement plan *not* help the school address its focus areas?
For Focus Area 1: **Growth & Proficiency-** Parents can access student grades in PowerSchool. This allows them to see when their student is missing work or performing below grade level	For Focus Area 1:**Growth & Proficiency-** Though parents have access to PowerSchool data, many of them do not know how to access it or how to interpret the data provided.
For Focus Area 2: **Graduation-** Juniors and Seniors are required to have parent meetings to discuss graduation pathways with students. Parent check- ins are required after each semester to make sure students stay 'on-track'.	For Focus Area 2: **Graduation-** Students that are not on track should be given options as to what is best to help students get on track.
For Focus Area 3: **SEL-** WSLA focuses on bridging the academic needs of a student with the SEL needs in order to get better family support.	For Focus Area 3: **SEL-** Historically, families tend to be more engaged when after school engagements are centered around SEL needs rather than academic.

Description of Core Element 10: Provision for Secondary Schools **(for High Schools only)**

Note: For more information about Indiana's graduation pathways, please review [this memo](#) from the Indiana State Board of Education.

1. How will the school promote opportunities for secondary education and workforce to students (e.g., Advanced Placement, International Baccalaureate, Dual Credit)?
2. How will all students be encouraged to earn an academic honors diploma or complete the Core 40 curriculum?
3. What courses will the school offer to ensure all students can be eligible to receive an academic honors diploma?
4. How will all students be provided opportunities to demonstrate employability skills?
5. How will all students have an opportunity to complete a postsecondary readiness competency?

The school will offer AP courses in core subjects English and Science, and 1 AP course in Art. We will also offer dual credit courses in Government along with working with Indiana University- Northwest to provide dual enrollment opportunities to Junior and Senior students with at least a 2.75 GPA. Foreign language courses- in 2 languages-are offered at every level to ensure students can acquire the necessary number for an academic honors diploma. The course of study includes PreCal and Calculus to ensure students will meet the additional full year of math needed as well. At this time, the course of study for all students leads to a Core 40 diploma. Each course has been chosen specifically to adhere to Core 40 diploma requirements. Students are encouraged, during guidance meetings to consider participating in courses which lead to acquiring an academic or technical honors diploma. This includes but is not limited to participation in AP courses, dual credit courses, CTE courses, etc. It is important to know there are no gatekeeper procedures for the above stated courses- all students based on student-specific data are eligible to take part in any course requested. The school will utilize grade level meetings to inform students of the course of study for their grade as well as educating on the different types of diplomas and their requirements. This activity will be facilitated by guidance counselors and administrators. The school has also developed a course catalog to highlight and describe the different types of diplomas, varying course types and weights, and student participation expectations.

Gap Analysis: Provisions for Secondary Supports	
How will the school's post-secondary supports also help the school address its focus areas?	In what ways does the school's post-secondary supports *not* help the school address its focus areas?
For Focus Area 1: **Proficiency & Growth-** Curriculum and instruction are aligned to state standards in order for students to pass state standardized test students need to graduate high school.	For Focus Area 1: **Proficiency & Growth-** N/A
For Focus Area 2: **Graduation-**Offering several opportunities for students to be able to graduate high school on a pathway that is suitable for individual students helps increase graduation rates and students success.	For Focus Area 2: **Graduation-** Graduation pathways aren't discussed with students and families until a students junior year. This could be too late for students that are 'off-track' their freshmen year. Academic discussions should happen as early as a student's freshmen year of high school.
For Focus Area 3: **SEL-** The school works to ensure that students have a well-rounded experience and are socially equipped to handle the world past high school.	For Focus Area 3: **SEL-** N/A

Curriculum Audit

1
Identify the overall measures for key curriculum components

2
Rate the current levels of process, implementation, and refinement

3
Provide specific feedback for each key component

4
Determine next steps based on evidence and data analysis

EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

PRIORITIZATION OF STANDARDS

Comprehensive Needs Assessment for School Improvement Planning

4	**EXEMPLARY** – *Strong evidence of the key component within the measure of application.*
3	**EVIDENT** – *Key component is evident and observable within the measure of application.*
2	**PARTIALLY EVIDENT** – *Some evidence of the key component is observable within the measure of application.*
1	**NOT YET EVIDENT** – *Lack of evidence suggests the key component is not observable within the measure of application.*

Use the scale above to rate the below measures of application. Our process is designed to begin with a broad perspective then drill down to your current areas of strength and key components requiring support.

Process (P): There is a consistent, systematic approach to curriculum throughout the building.
Implementation (I): The curriculum map components drive daily instruction.
Refinement (R): There is an evident cycle of learning in order to ensure curriculum maps are rigorous and relevant.

Key Component	Process	Implementation	Refinement	ROW TOTAL
The prioritization of standards that are the most critical per grade level are evident.	3	2	2	7
Objectives and activities align to the rigor of priority standards.	2	2	2	6
There is an allotment of time built in for reteaching/enrichment of standards throughout the year.	1	1	1	3
It is clear how priority standards are consistently cycled back throughout the course of a school year.	3	2	2	7
MEASURES OF APPLICATION TOTALS	12	7	7	23/48

Westside Leadership Academy

PRIORITIZATION OF STANDARDS

Comprehensive Needs Assessment for School Improvement Planning

Westside Leadership Academy

STRENGTHS & OPPORTUNITIES FOR IMPROVEMENT SPECIFIC FEEDBACK English/Language Arts and Math curriculum maps for grades 6-8 were submitted for review. A prioritization of standards identifying those most critical for the grade level and content area was present with a clear cycle for standards to be revisited. While objectives and essential questions align with the Indiana Academic Standards (IAS), the presence of necessary rigor for students to attain proficiency is unclear as the learning objectives and activities lack detail in content and application. An allotment of time for activities to support remediation and enrichment was not included in the current maps.

Key Component	STRENGTHS	OFI'S
The prioritization of standards that are the most critical per grade level are evident.	The curriculum maps submitted prioritized standards essential to the grade level and content area.	The number of standards identified as priority pose challenges in covering content to the depth necessary to attain to attain proficiency.\nThe learning activities included in units could more clearly articulate the connection between prioritized standards and the theme and content of the units.
Objectives and activities align to the rigor of priority standards.	Essential questions and learning activities are outlined in the curriculum maps submitted.	Due to the brevity and ambiguity of the objectives and activities, it is unclear as to whether the objectives and activities align with the rigor necessary for students to attain proficiency.
There is an allotment of time built in for reteaching/enrichment of standards throughout the year.	The identification of priority standards supports the development of reteaching and enrichment strategies to foster acquisition of proficiency.	An allotment of time within the academic day for reteaching and enrichment would be of benefit if added to the current schedule.
It is clear how priority standards are consistently cycled back throughout the course of a school year.	Priority standards are not consistently cycled back over the course of the school year with most revisited twice.	Priority standards are not cycled back three times throughout the academic year as research has evidenced to be conducive to student retention.

STUDENT LEARNING INDICATORS

Comprehensive Needs Assessment for School Improvement Planning

4	**EXEMPLARY** – *Strong evidence of the key component within the measure of application.*
3	**EVIDENT** – *Key component is evident and observable within the measure of application.*
2	**PARTIALLY EVIDENT** – *Some evidence of the key component is observable within the measure of application.*
1	**NOT YET EVIDENT** – *Lack of evidence suggests the key component is not observable within the measure of application.*

Use the scale above to rate the below measures of application. Our process is designed to begin with a broad perspective then drill down to your current areas of strength and key components requiring support.

Process (P): There is a consistent, systematic approach to curriculum throughout the building.
Implementation (I): The curriculum map components drive daily instruction.
Refinement (R): There is an evident cycle of learning in order to ensure curriculum maps are rigorous and relevant.

Key Component	Process	Implementation	Refinement	ROW TOTAL
Clearly defined learning progressions for each priority standard are demonstrated.	2	2	1	5
Tiered assessments are established for each priority standard.	2	2	1	5
Students are provided choices for how they learn and show mastery of priority standards.	1	1	1	3
MEASURES OF APPLICATION TOTALS	5	5	3	13/36

Westside Leadership Academy

STUDENT LEARNING INDICATORS

Comprehensive Needs Assessment for School Improvement Planning

Westside Leadership Academy

STRENGTHS & OPPORTUNITIES FOR IMPROVEMENT SPECIFIC FEEDBACK Priority standards are identified in units providing clearly defined learning targets with the cycling of several priority standards. Assessment item examples are included as well to increase assessment efficacy in the identification of skill acquisition related to priority standards. However, the units do not explicitly identify how the depth of knowledge increases as standards are cycled with tiered assessments lacking the breakdown of the progression of learning from a foundational level to mastery to support learning. In addition, student choice in how they demonstrate mastery is not present but could easily be supported through the implementation of instructional resources such as technology and virtual learning platforms.

Key Component	STRENGTHS	OFI'S
Clearly defined learning progressions for each priority standard are demonstrated.	Priority standards are identified in the units of study with many revisited in subsequent units.	A clear progression outlining how the depth of understanding deepens as priority standards are cycled through would ensure standards are presented with the rigor necessary for proficiency.
Tiered assessments are established for each priority standard.	Assessment item examples for priority standards are included.	The assessment item examples could be used as a starting point in the creation of tiered assessments once specific skills have been isolated and outlined in relation to the progression towards proficiency.
Students are provided choices for how they learn and show mastery of priority standards.	The availability of learning resources including technology and digital learning platforms would lend to the incorporation of student choice when demonstrating mastery.	The submitted curriculum maps do not include clearly defined opportunities for students to choose how they demonstrate mastery of the prioritized Indiana Academic Standards.

4	**EXEMPLARY** – *Strong evidence of the key component within the measure of application.*

CORE CURRICULAR ELEMENTS

Comprehensive Needs Assessment for School Improvement Planning

Westside Leadership Academy

3	**EVIDENT** – *Key component is evident and observable within the measure of application.*
2	**PARTIALLY EVIDENT** – *Some evidence of the key component is observable within the measure of application.*
1	**NOT YET EVIDENT** – *Lack of evidence suggests the key component is not observable within the measure of application.*

Use the scale above to rate the below measures of application. Our process is designed to begin with a broad perspective then drill down to your current areas of strength and key components requiring support.

Process (P): There is a consistent, systematic approach to curriculum throughout the building.
Implementation (I): The curriculum map components drive daily instruction.
Refinement (R): There is an evident cycle of learning in order to ensure curriculum maps are rigorous and relevant.

Key Component	Process	Implementation	Refinement	ROW TOTAL
Enduring understandings that provide an overarching purpose for units of study are identified.	1	1	1	3
Essential questions that promote inquiry within each unit of study are present.	2	2	1	5
The vocabulary included in the curriculum maps include both nouns and assessment verbs.	2	1	1	3
There is a cross-curricular alignment to literacy or other content standards.	1	1	1	3
Employability skills (21$_{st}$ Century skills) are identified and embedded within the activities of each unit of study.	1	1	1	3
There is a system for teachers to reflect and provide feedback to the units of study.	1	1	1	3
MEASURES OF APPLICATION TOTALS	8	7	6	20/72

CORE CURRICULAR ELEMENTS

Comprehensive Needs Assessment for School Improvement Planning

Westside Leadership Academy

STRENGTHS & OPPORTUNITIES FOR IMPROVEMENT SPECIFIC FEEDBACK: Priority standards are grouped to create a common learning objective for units. The prioritization of standards will support the creation of enduring understandings and essential questions to galvanize student learning and provide opportunities for critical thinking. Inclusion of vocabulary terms, including, assessment verbs, cross-curricular alignment of literacy and/or content standards, and the inclusion of employability skills will further support student learning.

Key Component	STRENGTHS	OFI'S
Enduring understandings that provide an overarching purpose for units of study are identified.	The creation of units of study including the prioritization of standards will lend to the development of enduring understandings to support student investment and connection.	Enduring understandings that generate student investment and facilitate the internalization of the purpose for learning do not currently exist.
Essential questions that promote inquiry within each unit of study are present.	English/Language Arts curriculum maps include one essential question per unit to foster thinking about the big picture concepts of a unit.	Multiple essential questions to promote inquiry and generate engagement within each unit of study are not present in curriculum maps.
The vocabulary included in the curriculum maps include both nouns and assessment verbs.	Critical vocabulary terms specific to units are included in the math curriculum maps.	Curriculum maps could be improved by utilizing a vertical alignment process to determine critical vocabulary for each subject area, as well as the inclusion of assessment verbs.
There is a cross-curricular alignment to literacy or other content standards.	The collaborative nature of the faculty and staff of Westside Leadership Academy lends itself to cross-curricular alignment and interdisciplinary literacy instruction.	Cross-curricular instruction and integration of content area literacy standards are not currently included in curriculum maps.
Employability skills (21st Century skills) are identified and embedded within the activities of each unit of study.	Though not explicitly stated in curriculum maps, teachers do incorporate employability skills into instruction.	Indiana Code indicates that Employability Skills should be embedded within curriculum maps and instructional planning.
There is a system for teachers to reflect and provide feedback to the units of study.	Despite no formalized system, teachers are reflective practitioners who regularly analyze and adjust instruction.	There is not a system currently in place for teachers to reflect and refine units of study.

KEY COMPONENT TOTALS

OVERALL REPORT

Comprehensive Needs Assessment for School Improvement Planning

Westside Leadership Academy

Key Component	Totals
Prioritization of Standards	23/48
Student Learning Indicators	13/36
Core Curricular Elements	20/72
CURRICULUM AUDIT SCORE	**56/156**

APPLICATION TOTALS

Key Component	Totals
Process	25/52
Implementation	19/52
Refinement	16/52

ANALYSIS & RECOMMENDATIONS Based on the Curriculum Audit conducted for Westside Leadership Academy in May of 2020, it is recommended that the following professional learning occur:

(1) During curriculum refinement, engage in a process to identify priority and supporting standards with the cycling of priority standards occurring three times over the course of the academic year and supporting standards twice.

(2) Based on the prioritization of standards, collaborate to develop learning progressions and tiered assessments to support students in mastery of the Indiana Academic Standards.

(3) Articulate enduring understandings and essential questions within each unit of study in order to deepen student learning.

(4) Develop a system of ongoing curriculum refinement to continue reflecting and improving curriculum maps.

Comprehensive Needs Assessment for School Improvement Planning

Assessment Audit

01 — Analysis from inquiry forms

02 — Assessment length and skills addressed

03 — Item type analysis

04 — Webb's Depth of Knowledge

05 — Metacognition

EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

School **West Side Leadership Academy**

Number of Assessments Analyzed 25

Types of Assessments Analyzed Equitable Education Solutions reviewed a total of 25 submitted assessments from West Side Leadership Academy. <mark>Assessment represented Biology (4), Calculus (7), Chemistry (1), Economics (4), English (5), Health (1), and History (3). Assessments varied in type, i.e., bell-ringer, exit ticket, quiz, and end of unit tests. The majority of assessments were teacher-created (83%).</mark>

The assessment audit focuses on the following components:
- ➢ Assessment Length and Number of Skills Addressed
- ➢ Item Type Analysis
- ➢ Webb's Depth of Knowledge
- ➢ Metacognition in Assessment

Process for Writing Assessments
Summary Most of the assessments provided for review were created by teachers (21/25 or 84%). Four non-teacher assessments were submitted for English (1), US History/Social Studies (1), and Biology (2). Assessments showed alignment to Indiana Academic Standards.

Strength	Opportunity for Improvement
Most assessments were teacher created, indicating a close alignment between instruction and assessment. Many assessments were exit tickets are bell ringers. These quick assessments focused on one or two key elements (i.e., skills or concepts covered in class).	The only mathematics assessment provided were for Calculus and the only English assessments provided were for English 9. While there were overall a variety of assessments in core areas (i.e., Mathematics, English/Language Arts, Science, and Social Studies), assessments represented a small fraction of all courses offered.

Average Number of Items Per Assessment

Legend:
- ENGLISH
- BIOLOGY
- US HISTORY
- CALCULUS
- ECONOMICS
- HISTORY
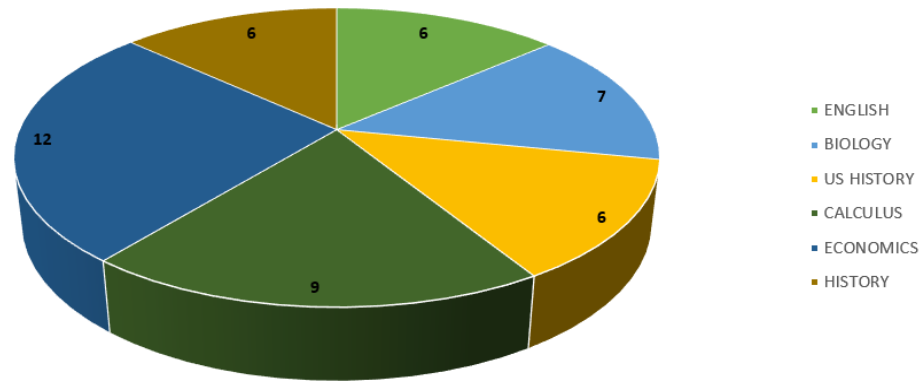
Assessment Length and Skills Addressed
The actual number of items per assessment ranged between one (1) question and twenty-eight (28) questions. Averages for each subject area are reflected in the chart above. Averages ranged between 6 and 12 questions (only 1 assessment each from Health and Chemistry were provided and are not reflected in the graph). Assessments appeared to align to at least one Indiana Academic Standard for the content area.

Item Type Analysis
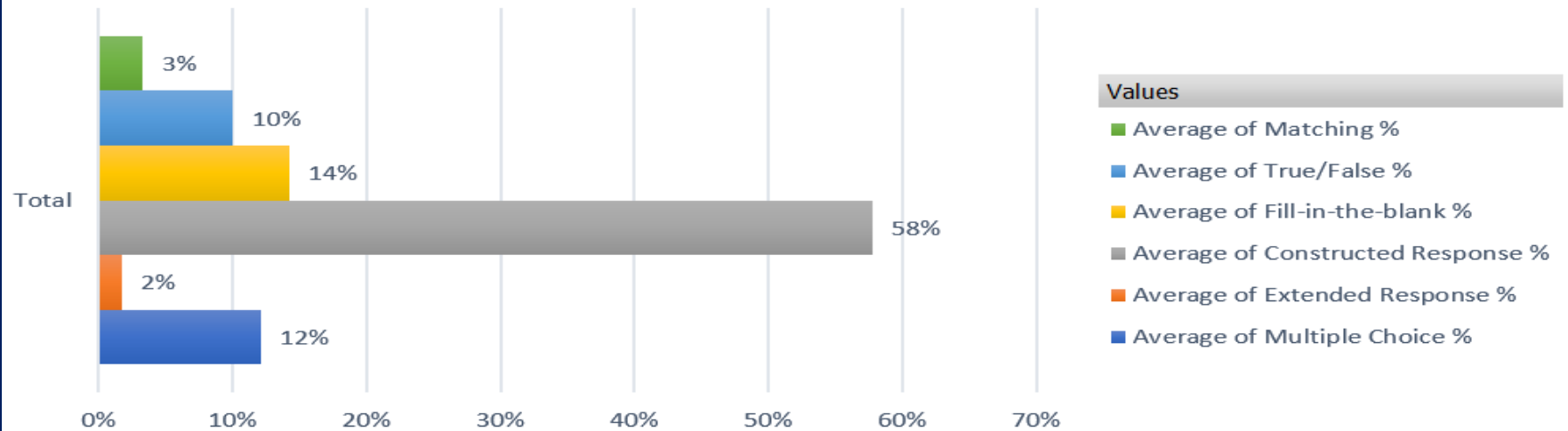
Item Type Analysis
Of the item types assess, 58% were constructed response, 14% were fill-in-the-blank, 12% of questions were multiple choice, 10% were true/false, 3% were matching, and 2% were extended response. Questions were coded "constructed response" if the student had to provide a written answer (at least a couple of sentences would be needed to adequately reply) or if students had multi-step mathematical problems and had to show work. Assessments in Calculus, Economics, and English had the highest percentages of constructed response questions.

Strength	Opportunity for Improvement
Assessments with multiple questions (i.e., more than 3) generally showed a variety of question types, i.e., multiple choice, true/false, and fill in the blank.

Economics and English 9 courses likely applied to a broad representation of students as they are required courses for graduation. | Calculus had the highest percentage of constructed response questions, by virtue of the type of class. It is likely that most students are not enrolled in this upper level math class, so a higher percentage of rigorous questions applies to only a small group of students. |

DOK ANALYSIS

Legend:
- Sum of Recall & Reproduction
- Sum of Basic Application of Skills/Concepts
- Sum of Strategic Thinking
- Sum of Extended Thinking

Pie chart labels:
- Sum of Extended Thinking, 1
- Sum of Strategic Thinking, 96
- Sum of Recall & Reproduction, 111
- Sum of Basic Application of Skills/Concepts, 8
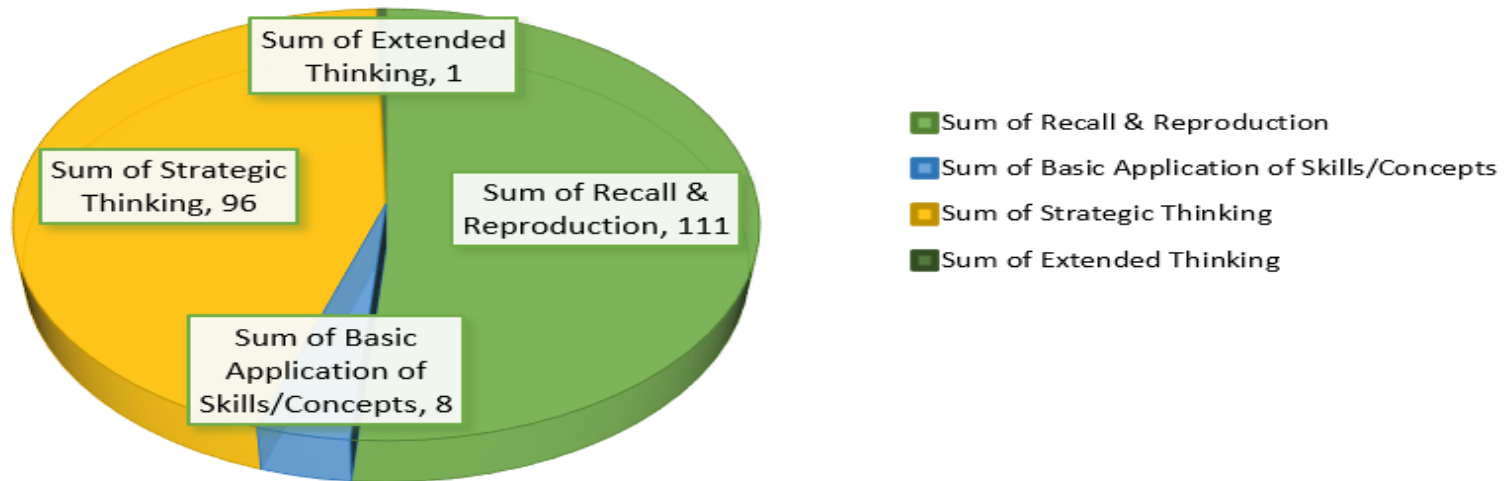
Webb's Depth of Knowledge
Of the total assessment questions reviewed, 111/216 (51%) were DOK 1 (recall and reproduction), 8/216 (4%) were DOK 2 (application of skills/concepts), 96/216 (44%) were DOK 3 (strategic thinking), and 1/216 (less than 1%) was DOK 4 (extended thinking).

Strength	Opportunity for Improvement
Several assessments (44%), particularly for Calculus, included opportunities for higher order thinking skills to develop an appropriate written response (DOK Level 3, strategic thinking).	Multiple question types (e.g., multiple choice, matching, and true/false) generally did not stretch beyond recall or basic skill applications. The rigor of assessment questions was generally low, DOK levels 1 and 2 (55%).

Percentage of Items Requiring Metacognition

Subject	▾
■ HISTORY	
■ ECONOMICS	
■ HEALTH	
■ CALCULUS	
■ CHEMISTRY	
■ US HISTORY	
■ BIOLOGY	
■ ENGLISH	
■ (blank)	

Total

0% 1% 1% 2% 2% 3% 3%
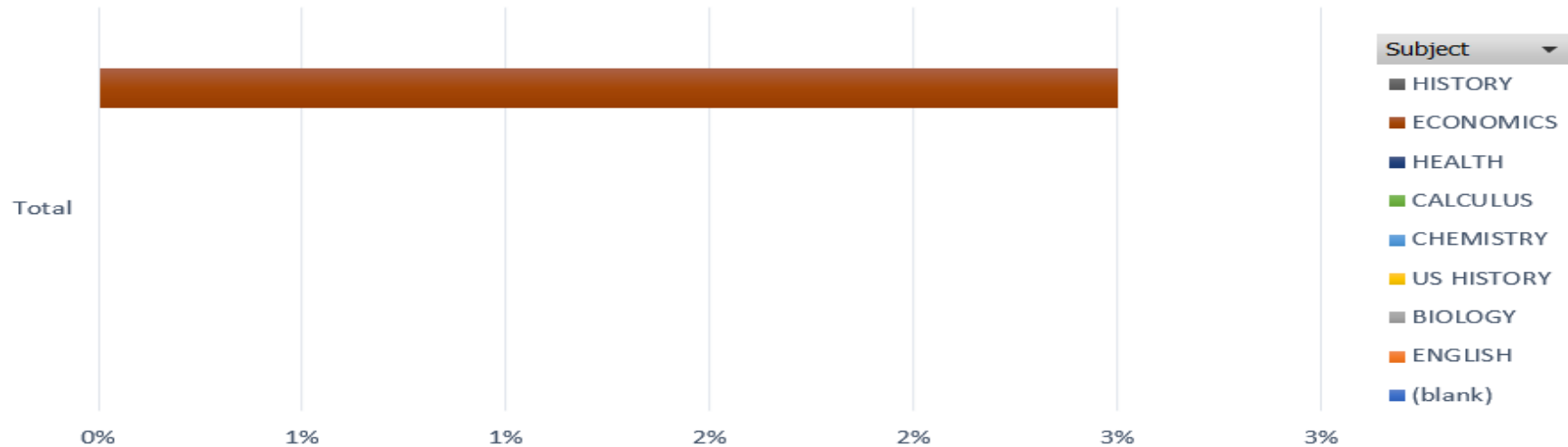
Metacognition in Assessment
Meta-cognition "refers to the knowledge about and regulation of one's thinking" (Wilson and Conyers, 2014, p. 1)[1]. Metacognitive strategies include rigorous skills such as explaining their thinking (e.g., "explain or justify"), reflecting on their work ("why do you think this, what if, or next time"), or create a prediction ("what will happen next"). Only 1 of 216 questions reviewed met the definition for metacognition.

Strength	Opportunity for Improvement
Many of the assessments asked students to provide a written response. The addition of a question prompting metacognition could be added with just one more open-ended, reflective question.	Several of the assessments provided, particularly for US History, had multiple opportunities for students to engage with more personal and reflective thoughts. Students would be empowered to make connections with both personal and current events.

[1] Wilson, D. & Conyers, M. (2016). *Teaching students to drive their brains: Metacognitive strategies, activities, and lesson ideas.* Alexandria, VA: ASCD.

Evidence-Based Recommendations

Though a persistent challenge is aligning assessment practices to the daily rigor levels of standards-based instruction, based on evidence, there are few strategic solutions that can be provided to sum up the assessment audit findings for **West Side Leadership Academy**. We believe that taking these steps will progressively shift teacher practice, while increasing student achievement.

1   **Metacognition practices.** Focus on *how* students are thinking is equally as important as *what* they are learning. In order for your team to advance student achievement, there must be an effort to increase the amount of metacognition that is happening through daily instruction efforts, as well as embedded in assessments.

2   **Webb's Depth of Knowledge & Bloom's Taxonomy.** Empirical evidence from the audit suggests that teachers may be familiar with Webb's DOK, however, application with designing assessments is a priority area for consideration. In order to develop effective assessments, teachers must be trained on Webb's DOK and Bloom's Taxonomy practices.

3   **Rigorous instructional practices.** Appropriate selection of texts and tasks aligned to curriculum maps and corresponding, ongoing assessments are critical to growth of student performance at your school. Mastery models and how they should be utilized in daily delivery of instruction as well as application to assessment are essential to student growth.

The process of adopting *and* sustaining a new approach to assessment requires support. Most schools require support in order to collect and analyze current practices, determine needs, identify priorities and create an implementation plan with core team members to lead assessment practices.

Additionally, capacity-building of team members can be challenging. A school environment must be conducive to failure. This begins with purposeful engagement with all stakeholders and developing buy-in. After this, it is important for the school to determine if they also need to take steps to improve their overall mindset and systems that accompany assessment.

West Side Leadership Academy

Root Cause Analysis

Focus Area 1	Focus Area 2	Focus Area 3	Student Group Focus Area
Growth & Proficiency	Graduation Rate	Social Emotional Learning	Special Education

Focus Area 1

Growth & Proficiency

The 2019 data reveals that 33.8% of students passed ELA and 14.9% of students passed math. In the last three years data shows -16.6% change in math and -4.0 % change in ELA.

Low student motivation.

Lesson plan implementation was recently instituted

Instruction lacks rigor and does not facilitate application on the part of the students.

Enhancing the school's positive school culture is necessary for students to want to come to school & work when they come.

Students struggle with test taking capabilities & critical thinking skills.

Students entering HS are acadmicially behind.

Students that are behind aren't catching up. Teachers stuggle with trying to teach to their student levels and where they need to be.

Some tachers aren't writing quality lesson plans or following through with

offering more coaching & mentoring around how to write lesson plans.

Teachers and staff could benefit from ongoing coaching and mentoring.

Students lack stamina

Our assessment practies need to be better developed to push students critical thinking .

Students aren't coming to school regualry and/or skipping.

Behavior interventions and discipline need to be consistent, widely communicated and supported throughout the school building for staff and students to accurately know policy and procedure.

Adequate professional development

Teachers instutite low expectations or minimuze student learner to best suite the population of low

Teachers need a curriculum map and pacing guide them helps them write high quality lesson plans

Assessment Audit

EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

Focus Area 2

Freshmen/ Sophomore "onboarding"

Graduation Rate

On average, for the last four years the graduation rate has remained steady around 85% of the senior class graduating. The 2018/2019 data will reflect a 27% (roughly) decline in student graduation, bringing the 2019 cohort class a 58.5 graduation rate.

Students don't value graduating and reciveing their diploma

A trend of students being given grades instead of earning them to pass classes.

The process for coding, record keeping and documenting the graduating class.

Lots of turnovers and people in and out of record keeping, it hasn't been ran with fidelity.

Attendance is an issue.

Attendance policies for students to be held accountable for vary.

Lack of employability skills

Some students operate under the assumption that you can graduate without passing your ISTEP.

The guidance department needs to be trained on mobility and how to run the cohort. A more cohesive plan on how each of their roles work together.

Consistent monitoring

Enforcement of attendance has been low and not monitired with fidelity.

Parents don't commnicate regarding attendance or send students with proper

Limited resources

Guidance department needs to implement interventions and a more strategic plan to help students who are approaching graduation.

Pathway placement & ASVAB should be measures should be put into place freshmen & sophomore year

Teachers need to adequately take attendance on a regular basis. Keep a log to monitor classroom tardies & absences.

EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

Focus Area 3

Social Emotional Learning

Teacher focus groups, building leadership focus groups, and the SEL audit lead to the conclusion that student trauma and social emotional needs are negatively impacting the school environment. Specifically, the percentage of students identified as "model attendees" during the 2018-2019 school year was 49.9%.

varying discipline and enforced rules for students who tend to not follow expectations

Problematic student behaviors

Very few teacher supports

High teacher absences/ subs make it hard for others to implement to create a positive school culture

Inconsistency of what policies and procedures are in the school and what teachers should follow or put in place.

Family engagement is poor. Parents don't include themselves in the students education.

Parent involvement is poor

Parents buck the disciplinary process & don't support the school

A parent liason OR regular correspondence from a school social worker to help get parents involved with their students

Teachers & students don't feel connected or valued at the school

Monitoring attendance students

Teachers need culture competency training. As well as SEL & additional supports

Building needs a postive school wide culture.

SEL curriculumn isn't used at the school or used minimally

Student at the school deal with lots of various trauma. School therapist is necessary.
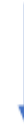
Student Group Focus Area

Special Education is the identified low performing student focus area. According to the 2018-2019 federal accountability report card West SIde H.S. "Did Not Meet Expectations due to the school earning 26.84 points for special education.
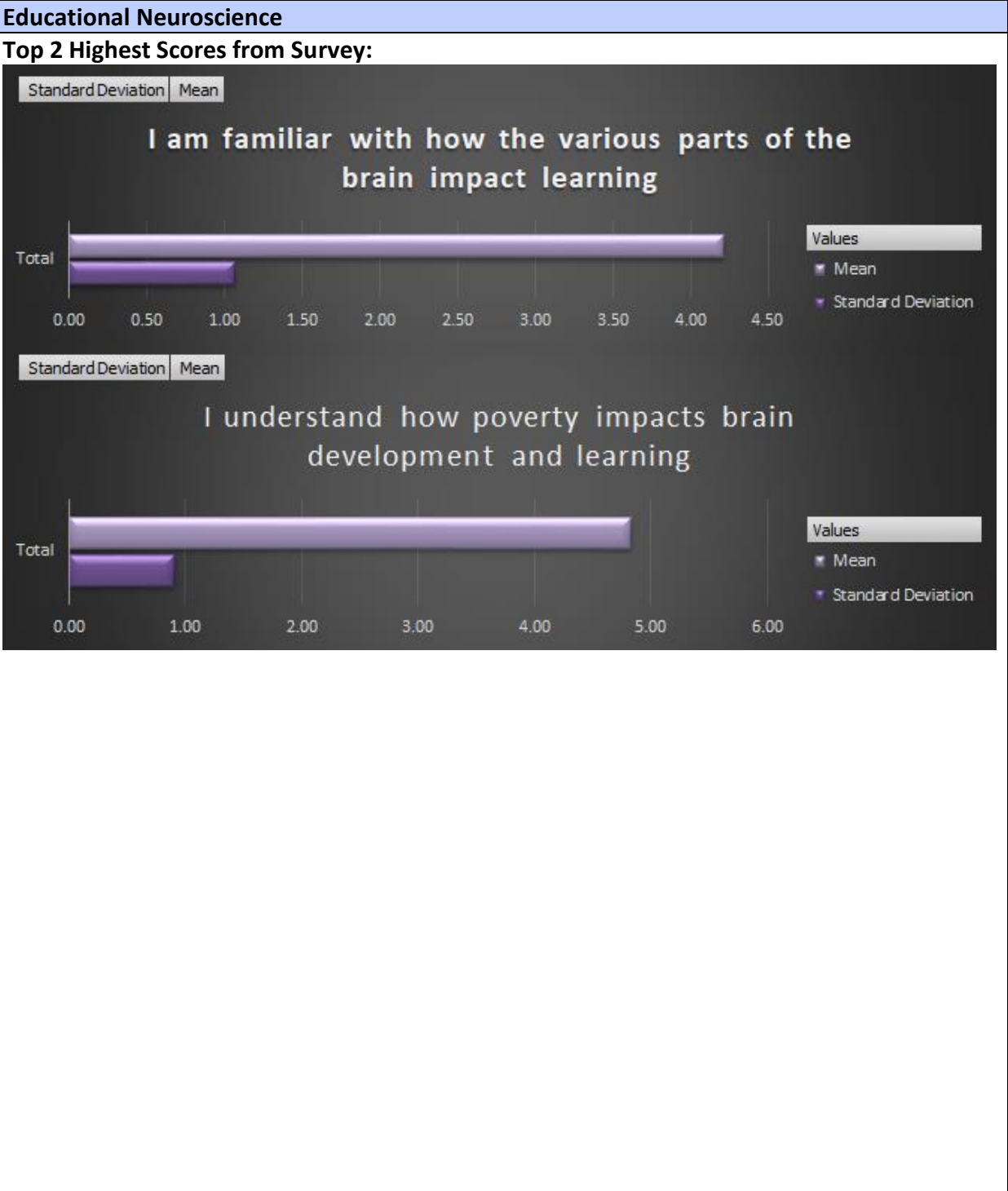
SPED Students

-Not enough teaching and too many systems
- Gen Ed teachers need to be trained on what students IEP's are
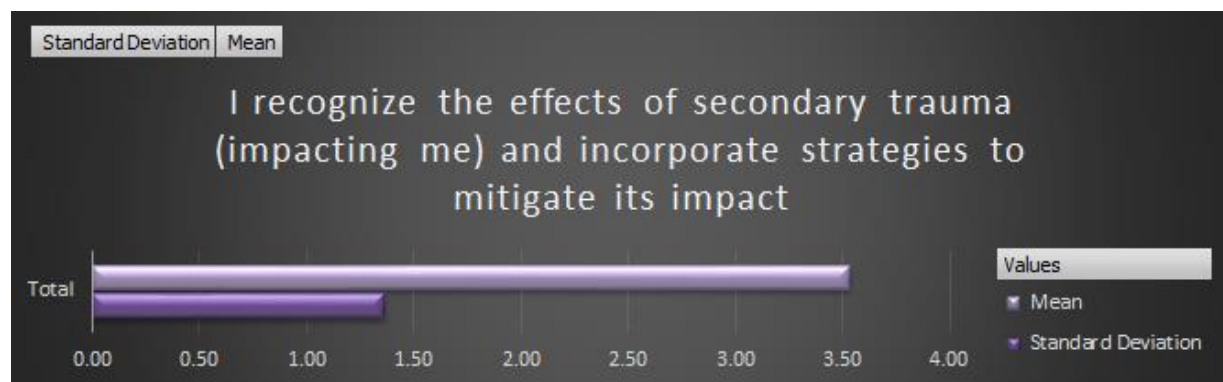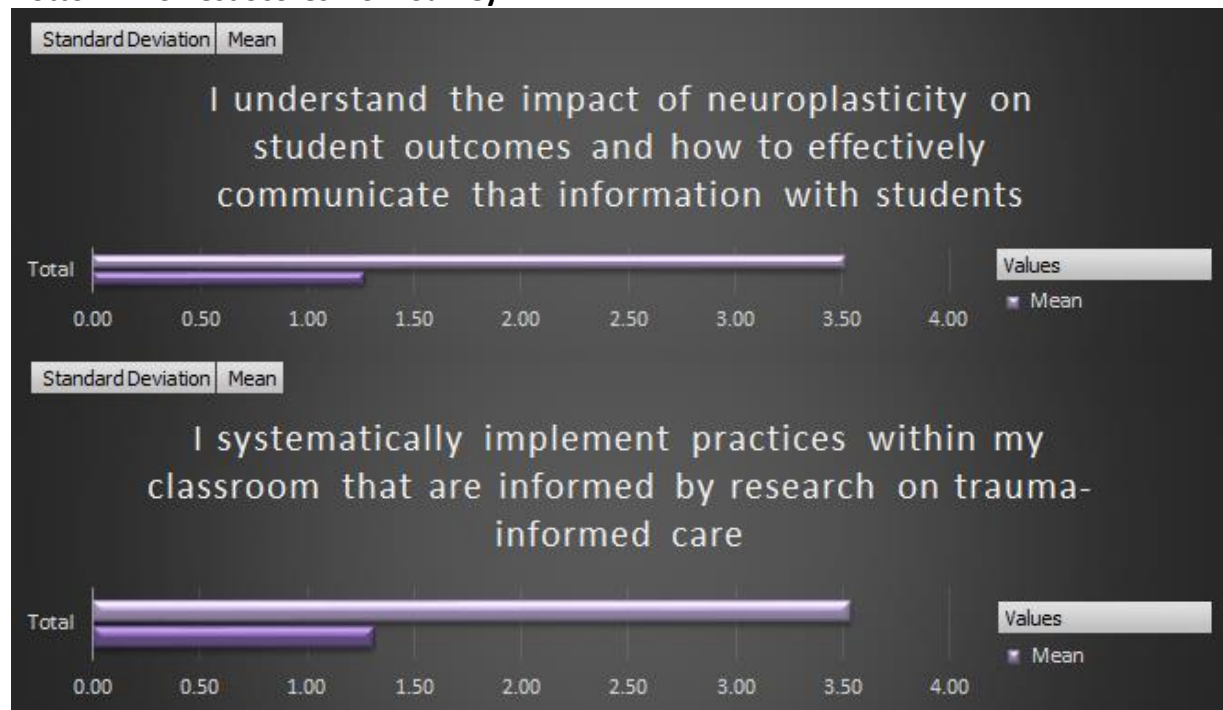-Co-teaching methods need to be better
- Non-evaluative feedback...coaching

Appendix H: Social and Emotional Learning

Throughout the CNA, we have been gathering data to better inform the needs of our students' social and emotional learning. The following includes data from surveys, instructional investigations, and focus group discussions to inform how the needs of our high-risk students will be addressed through mental health programs, instructional support and mentoring, and non-academic skill improvement strategies.

A six-point likert scale was given to all staff at West Side Leadership Academy with 41 staff members participating. The survey consisted of three areas including questions about educational neuroscience, mindsets for learning, and routines for learning.

Educational Neuroscience
Top 2 Highest Scores from Survey:

Bottom 2 Lowest Scores from Survey:

| Standard Deviation | Mean |

I understand the impact of neuroplasticity on student outcomes and how to effectively communicate that information with students

Total

0.00   0.50   1.00   1.50   2.00   2.50   3.00   3.50   4.00

Values
■ Mean

| Standard Deviation | Mean |

I systematically implement practices within my classroom that are informed by research on trauma-informed care

Total

0.00   0.50   1.00   1.50   2.00   2.50   3.00   3.50   4.00

Values
■ Mean

| Standard Deviation | Mean |

I recognize the effects of secondary trauma (impacting me) and incorporate strategies to mitigate its impact

Total

0.00   0.50   1.00   1.50   2.00   2.50   3.00   3.50   4.00

Values
■ Mean
■ Standard Deviation

Strength:
Teachers at West Side Leadership Academy have a strong understanding of how the parts of the brain impact learning, as well as the effects that poverty has on brain development and learning.
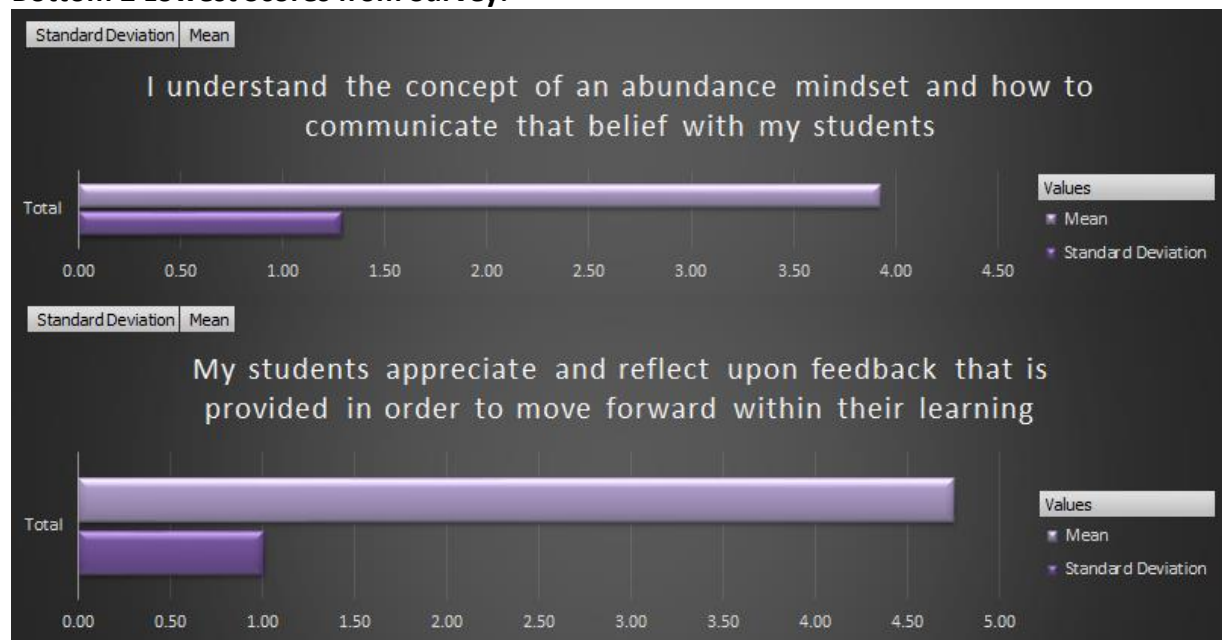
Opportunity for Improvement:
Staff need training to recognize the effects of secondary trauma and incorporate strategies to mitigate its impact, and support to implement research-based practices on trauma-informed care within the classroom. Staff also need training on the impact of neuroplasticity on student outcome.

Mindsets for Learning

Top 2 Highest Scores from Survey:
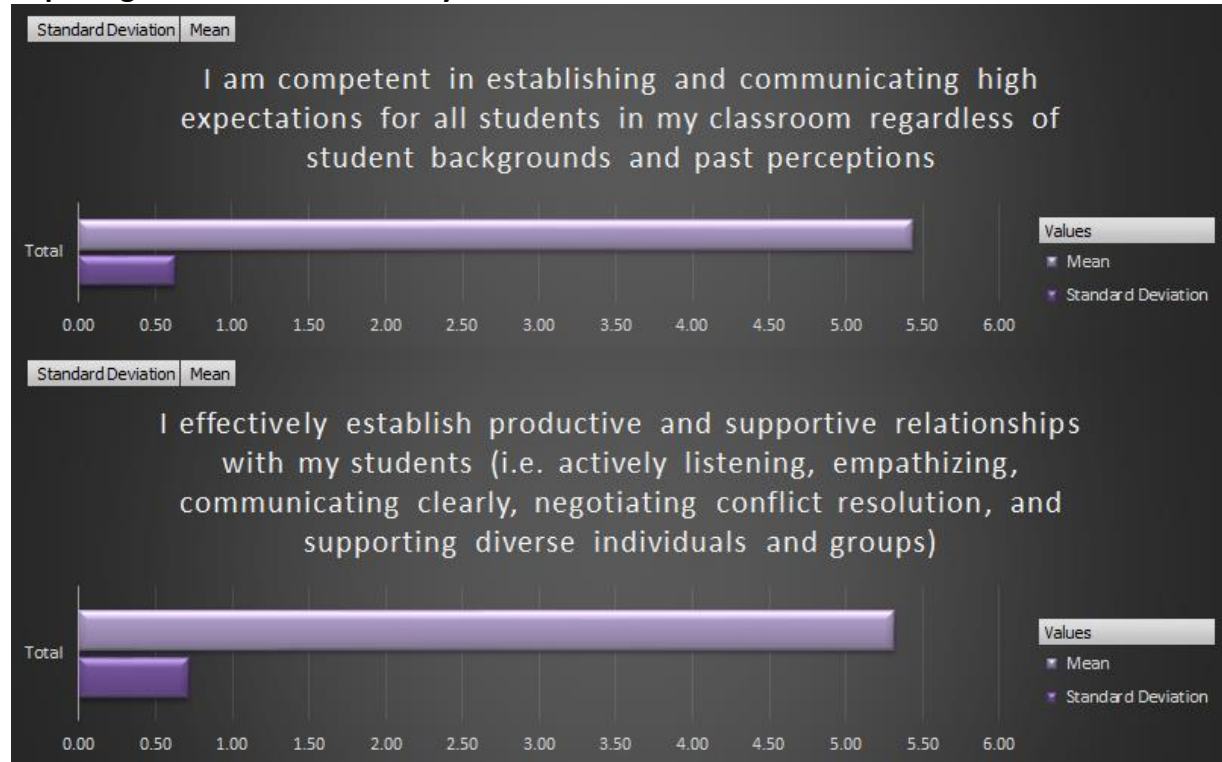
Bottom 2 Lowest Scores from Survey:
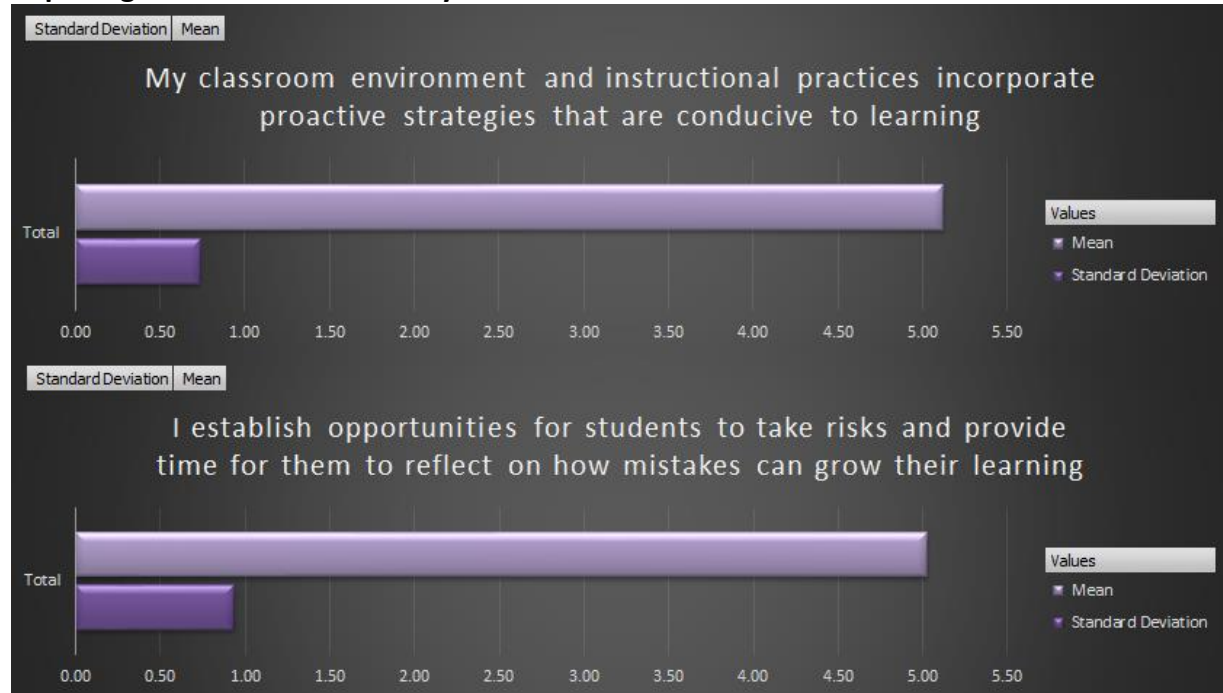

Strength:
Teachers at West Side Leadership Academy have positive and supportive relationships with their students, and are able to effectively communicate clear and high expectations in the classroom for all students.
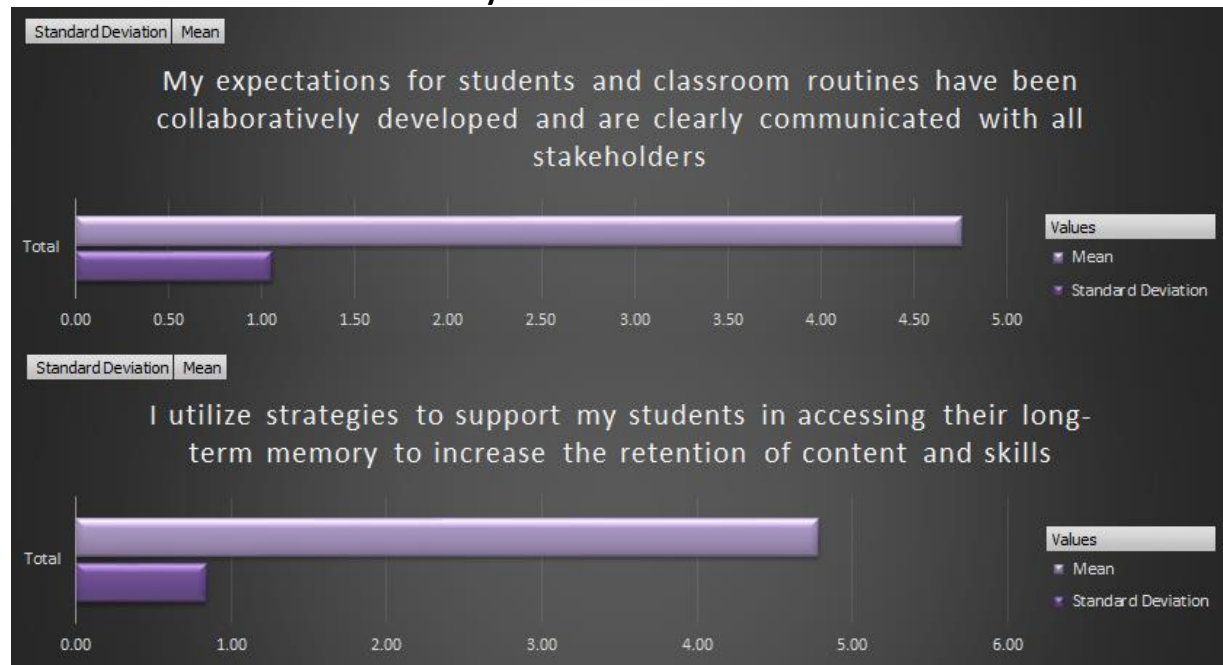
Opportunity for Improvement:
Teachers need training on abundance mindset, and support to help students learn to utilize feedback in a constructive manner to further their learning.

Routines for Learning

Top 2 Highest Scores from Survey:

My classroom environment and instructional practices incorporate proactive strategies that are conducive to learning

I establish opportunities for students to take risks and provide time for them to reflect on how mistakes can grow their learning

Bottom 2 Lowest Scores from Survey:

My expectations for students and classroom routines have been collaboratively developed and are clearly communicated with all stakeholders

I utilize strategies to support my students in accessing their long-term memory to increase the retention of content and skills

Strength:
Teachers are able to establish opportunities for students to take risks and use mistakes to grow in their learning, providing an environment that is conducive to learning.

Opportunity for Improvement:
While teachers are able to create supportive learning environments within their own classrooms, a schoolwide approach to behavior expectations, aligned with proactive behavior interventions, would ensure consistency throughout the school. Teachers also need support to understand and utilize strategies to support my students in accessing their long-term memory to increase the retention of content and skills.

TSI Identified Student groups

Targeted Support & Improvement (TSI) – Any public school with one or more student groups (1) performing in the lowest 10% of their group for two consecutive years and (2) is identified as "does not meet expectations."

1. Convene a planning team for each identified ATSI subgroup and analyze ATSI assessment data

2. Create a SMART goal specific to improving academic outcomes for each identified ATSI subgroup

3. Identify how students in each ATSI identified subgroup will realize increased academic proficiency and growth

Please see hyperlinks for each student groups data

EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

Low Performing Subgroup of SPED Students

Student Group Analytics Report

Academic Subgroup Committee	
Focus Area Description	On average, 0.0% of students have passed the Math test for the last 2 years. In the last 1 years, Math has had a 0.0 percentage points change. On average, 12.4% of students have passed the ELA test for the last 2 years. In the last 1 years, ELA has had a -0.3 percentage points change. Students have achieved higher pass rates in ELA than Math by 12.4% on average over the past three years. On average, 39.4% of students have demonstrated low growth on the MATH test over the last 2 years. On average, 43.9% of students have demonstrated high growth on the MATH test over the last 2 years. Over the last 1 years, the percentage of students in low growth for MATH has increased by 23.3. Over the last 1 years, the percentage of students in high growth for MATH has decreased by 2.5. On average, 37.5% of students have demonstrated low growth on the ELA test over the last 2 years. On average, 29.7% of students have demonstrated high growth on the ELA test over the last 2 years. Over the last 1 years, the percentage of students in low growth for ELA has increased by 18.1. Over the last 1 years, the percentage of students in high growth for ELA has decreased by 2.5.
Subgroup Specific SMART Goal- SPED students will demonstrate a 10.2% increase in proficiency in ELA and 11.7% increase in math according to the ILEARN academic data each of the next three school years.	
The performance of this low performing subgroup will be addressed within the following parts of the School Improvement Plan detailed within Appendix H… ☒ PD Goal 1 ☒ Road Map 1 ☒ PD Goal 2 ☒ Road Map 2 ☒ PD Goal 3 ☒ Road Map 3	